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1990

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INTRODUCTION

This volume is the eleventh annual statistical report on library and information science education published by the Association for Library and Information Science Education (ALISE). It is the continuation of the project begun with the publication of the first edition in 1980, edited by Gary Purcell. The purpose of the project, as noted in previous editions, remains the compilation, analysis, interpretation and reporting of statistical information about graduate library and information science education programs whose schools are members of ALISE (formerly Association of American Library Schools - AALS). Member schools include those whose programs leading to the first professional degree (i.e., the master's degree) in library and information science appear on the accredited list of the American Library Association. In addition, membership in ALISE is open to programs that offer a graduate degree in library science or cognate field that have not been accredited by ALA. These categories are designated in the text as "ALA schools" and "non-ALA schools".

The authors who have collected, tabulated, analyzed, and reported the statistical data in this report form the ALISE Library and Information Science Education Statistics Committee, with Timothy W. Sineath serving as chair and over all editor and Ilsa Moon, Executive Secretary of ALISE, being responsible for the publication and distribution of the Report*. In addition, the support staffs of the authors' institutions have made invaluable contributions to the data collections and preparation of the manuscripts of the various parts of the report.*

The 1990 Report *is arranged in much the same pattern as the previous editions. The section entitled "Summary and Comparative Analysis" begun in 1983, has become a permanent part of the report. This edition is divided into six sections, each of which is listed below with the authors and their institutional affiliations.*

1. *Faculty - Timothy W. Sineath, University of Kentucky*
2. *Students - Charlie D. Hurt, University of Arizona*
3. *Curriculum - Daniel Barron, and Katherine Mayberry, University of South Carolina*
4. *Income and Expenditures - Fred W. Roper, John N. Olsgaard, and Mary M. McCormick, University of South Carolina*
5. *Continuing Education - M. Kent Mayfield, Education Foundation, National Building Material Distributors Association*
6. *Summary and Comparative Analysis - Jane A. Hannigan, Neshanic, New Jersey*

Variations in format and style are attributed to the different topics and the fact that each section was written by a different author. However, questionnaires from which the data were taken were compiled and approved by the Committee as a whole. In previous editions, each section had separately numbered paging preceded by an alphabetical designation. Since 1986 editions have been consecutively numbered in order to facilitate access to the Report*. The tables have retained their section designation. Roman numerals are used to designate the section numbers and arabic numerals to designate the table numbers.*

With each annual questionnaire, the Library and Information Science Education Statistics Committee has sought feedback from users, participating schools and others. In addition, the Committee meets regularly to discuss the wording of the questions, the frequency with which they should be asked, and other issues concerning this project. As a result of this continuing evaluation, changes have been made each year. Various improvements in the formats of the questionnaires and in the report have enhanced the accessibility of the information in it. Questions have been modified, deferred to a later year, or dropped entirely. The most important change has been the addition of the "Summary and Comparative Analysis" section begun in the 1983 edition. There has been an attempt to maintain consistency in the nature and type of information collected and reported in order that these data be comparable from one year to the next. A major objective of the project is to build a database which will allow comparisons over time as well as comparisons among schools.

The pattern established in the first year of data collection has been continued in this edition. Data for the report were collected through two questionnaires. The first, sent directly to school deans and directors by Timothy W. Sineath, requested confidential salary information *about full-time faculty members. The results of this survey appear in the first part of the chapter on faculty. Because of the sensitive nature of salary information, individual schools are not identified in the faculty section. The remainder of the data were collected through a more extensive questionnaire in five parts prepared by the authors and sent from the office of the ALISE Executive Secretary. In all other sections of the Report individual schools are identified as deemed appropriate by the author of that section.*

The response rate to the questionnaire reached 100 percent in 1982, but has not attained this level of participation since that date. The response rates have been as follows: 1984 (93%); 1985 (97%); 1986 (92%); 1987 (95%); 1988 (91.6%); and 1989 (99.9%). In 1990, the response rate to at least part of the questionnaire was 96.7%. Two schools failed to respond at all. Three schools - UCLA, Chicago, and Clarion, did not respond to the confidential portion of the faculty section. From a data collection point of view, these return rates would be considered quite good. However, the lack of 100 percent participation of ALA Schools weakens the report as a source of complete and comparable data on library and information science education. Moreover, since some schools did not report by the deadline, publication of this edition could not be accomplished in a timely manner. Among the non-ALA Schools, 5 responded. While this response rate is 33 percent, it is insufficient for analysis and comparative purposes. Data collection about the non-ALA Schools will continue, however, since other sources of information about them are not easily available.

Copies of the Report are available at a reduced rate for schools which have contributed data to this edition. Copies are available at a nominal charge to other schools, institutions and individuals. As with past practice, the expense of tabulating and analyzing the data and the compilation of the report was underwritten by the participating schools, organizations and the authors of each section. The overall editing and preparation for publishing was the responsibility of the editor. ALISE would like to thank the responsible persons in each school for their contributions to this Report. Without the many hours of work by these individuals and by the committee, this project would not be possible.

In the "Introduction" to previous editions of the report various data have been extracted from each of the five sections which seemed to be of special interest. In particular the 1982 edition provided a comparison over time in our effort to discern any trends during these years. This comparative report was written by Gary R. Purcell. In order to provide an extended comparative analysis to that previously included in the "Introduction," beginning in 1983 a new section entitled "Summary and Comparative Analysis" was added. This chapter includes a summary of the entire report and a cross analysis of the various parts with interpretive commentary. It is hoped that this section continues to be a valuable addition to an already much used report and that it continues to increase the access to and utility of the report and thereby further our understanding of the library and information science education. In the 1989 edition this section was authored by Kathleen M. Heim, Louisiana State University; ALISE wishes to thank her for this contribution.

Timothy W. Sineath
Editor

FACULTY

by

Timothy W. Sineath

Following the pattern of previous reports, data on faculty included in this report appear in two parts. Data in Part I have been compiled from a form submitted to this writer, on a confidential basis, by the dean or director of 58 of the 61 library and information science education programs accredited by the American Library Association (ALA) on January 1, 1990. Hereafter, these schools will be referred to as ALA schools. Also included in Part I in past years has been a compilation of similar data provided by library education programs that are not accredited by the American Library Association. Because of the small number of responses of schools in this category, no information is included this year in Part I.

Part II of the faculty section of this report has been compiled from information provided by 59 ALA schools and by 5 non-ALA schools in response to the faculty section of the general questionnaire prepared for the Association for Library and Information Science Education. However, as explained in the introduction to Part II, two schools that were eligible to report in the section concerned with the ALA schools did not do so. The schools are listed in the tables, where appropriate, thus resulting in a list of 61 ALA accredited schools that constitute the total list of schools in that category.

Part I of the faculty section is based upon data reported by the participating schools as of January 1, 1990. Part II, however provides information that pertained to the schools during the fiscal year 1988-89 (July 1, 1988 to June 30, 1989). In requesting the data appearing in Part I, each dean and director was assured that there would be complete confidentiality of the information supplied. Thus, in this part of the report, neither individual faculty members nor individual schools are linked to specific data that pertains to information on salary, gender, race, age, or any other category covered. However, confidentiality was not promised on the information supplied on the faculty portion of the ALISE questionnaire, and individual schools are identified by name in the tables found in Part II.

Part I:

This is the seventeenth survey of faculty salaries and related data pertaining to library education in this series. The first ten were compiled and reported by Russell E Bidlack, Dean Emeritus of the School of Information and Library Studies at the

University of Michigan. The next three surveys were compiled by Gary Purcell of the University of Tennessee. This is the fourth compilation by this writer. The format followed in this report is basically the same as that used in previous years. This format has been retained in order to help ensure comparability of data from year to year. Data were provided by the chief executive officers of 59 of the 61 schools accredited by ALA on January 1, 1990. Last year 59 schools meeting this criteria reported.

This is the eleventh successive year that non-ALA schools have been included in the survey. In the past, these schools were identified as ALISE associate institutional member schools, but with the discontinuation of the distinction between institutional member and associate institutional member schools, new terminology is used to distinguish between the two sets of schools. This year there were five non-ALA schools that responded to the survey; eight reported last year.

The chief executive officers of all of the schools are referred to in this report as deans and directors for the sake of convenience even though some hold other titles. Each dean or director was requested to provide specific information about each full-time faculty member, (including the dean or director) who held employed status in the school as of January 1, 1990. The categories of information requested were: (1) title and/or academic rank; (2) annual salary amount; (3) whether appointed for the fiscal or academic year; (4) whether or not tenured; (5) sex; (6) highest degree earned; (7) discipline of highest degree; (8) ethnic origin (except Canadian schools); (9) age category (by five-year groupings); (10) year of appointment to the school's full-time faculty; and (11) year of appointment to present rank in the school in which currently employed. These categories are the same as used for the past several years.

As in the previous editions fringe benefits were not reported as part of the salaries, and stipends for summer teaching, extension teaching, or other over-load compensations were also excluded. Faculty members on sabbatical leave on January 1, 1990 are included in the analysis, although they had been omitted prior to 1987.

The 61 ALA schools to which questionnaires were sent this year are located at the following universities: Alabama; Alberta; Arizona; Brigham Young; British Columbia; California-Berkeley; California-Los Angeles; Catholic; Chicago; Clarion State; Clark Atlanta; Columbia; Dalhousie; Drexel; Emporia State; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Long Island; Louisiana State; Maryland; McGill; Michigan; Missouri; Montreal; SUNY, Albany; SUNY, Buffalo; North Carolina; North Carolina, Central; North Carolina at Greensboro; Northern Illinois; North Texas State; Oklahoma; Pittsburgh; Pratt; Puerto Rico; Queens; Rhode Island; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida;

Southern Connecticut; Southern Mississippi; Syracuse; Tennessee; Texas; Texas Woman's; Toronto; Washington; Wayne State; Western Ontario; Wisconsin-Madison; and Wisconsin-Milwaukee. California-Los Angeles, Chicago, and Clarion did not respond to Part I of the Questionnaire; Chicago and Clarion did not respond to Part II and are excluded from parts of the respective analyses. (For schools not reporting, data available from other sources have been used.)

In keeping with a long standing institutional policy regarding the release of salary data, Brigham Young declined to provide this information. In recent years, Dalhousie has also declined to give salary data.

The number of full-time faculty members at the 58 ALA schools reporting, including deans and directors, totaled 615, up from 572 last year and 564 the previous year. This number does not include positions unfilled at the time the report was submitted. The base number used for most of the analyses that follow will be 615, although the base number for some analyses will be a lesser number, depending on the number of persons reported in a given category of the questionnaire. The number of full-time faculty in the 58 schools ranged from a low of 5 in one school to a high of 34 in one school. The average faculty size (excluding persons on sabbatical or reported unfilled positions) was 10.6 which represents a decrease of .5 from last year's 11.1. Although there appears to be a leveling in the average faculty size, this remains an erosion in the average faculty size from 1974, when these data were first reported in this series. At that time, the average faculty size was 11.66. This is a drop of 1.00 position in the average size of the faculties of the ALA schools. Table I-1 shows the average number of faculty members from 1974 to 1990, and illustrates a steady decline in average faculty size through 1986. In 1987, 1988 and 1989 the average size increased by 1.4 positions over 1986. The 1990 average size is .9 larger than the 1986 low.

TABLE I-1:
Average Faculty Size, ALA Schools
1974-1990

Year	Number of Schools Reporting	Average Number of Full-Time Faculty
1974	53	11.66
1975	59	11.32
1976	62	11.24
1977	64	11.05
1978	64	10.69

TABLE I-1 (cont'd.):
Average Faculty Size, ALA Schools
1974-1990

Year	Number of Schools Reporting	Average Number of Full-Time Faculty
1979	67	10.67
1980	67	10.66
1981	69	10.46
1982	69	10.23
1983	68	10.00
1984	66	9.97
1985	66	9.85
1986	62	9.70
1987	57	10.03
1988	55	10.21
1989	55	11.1
1990	58	10.6

Table I-2 shows the variation in the number of full-time faculty on January 1, 1990 among the 58 responding schools. This table shows that 32 of the 58 ALA schools had full-time faculties of 9 or fewer persons, including the dean or director. In the three years prior to 1987-88, more than half of the schools had a faculty of 9 or less. During 1987-88, the percentage with 9 or fewer has dropped to 46 percent; during 1988-89, the percentage with 9 or fewer has dropped to 45 percent (N=55). During 1989-90, the percentage of schools (N=58) with 9 faculty or fewer has risen to 55.2 percent. The most common faculty size (i.e., the number held by the largest number of schools) in 1990 is also 9. Nine faculty has remained the most common faculty size since 1986. However, Table I-2 shows a wide range in the number of schools among the sizes indicated.

TABLE I-2:
Variation in the Number of Full-Time Faculty, Including Deans and Directors, Per School Among ALA Schools on January 1, 1990

Number of Full-Time Faculty	Number of Schools	Percentage of Total (58)
5	1	1.7
6	7	12.0
7	6	10.3
8	7	12.1

TABLE I-2 (cont'd.):
Variation in the Number of Full-Time Faculty, Including Deans and Directors, Per School Among ALA Schools on January 1, 1990

Number of Full-Time Faculty	Number of Schools	Percentage of Total (58)
9	11	19.0
10	1	1.7
11	4	6.9
12	7	12.1
14	4	6.9
15	5	8.6
16	2	3.4
17	1	1.7
18	1	1.7
35	1	1.7

Of the 615 full-time faculty, including the deans and directors, on January 1, 1990, in the 58 responding ALA schools, 326 (53.0 percent) were males, 289 (47.0) were females. An examination of Table I-3 shows that, although this is virtually the same ratio as in 1989, there has been a slight increase in the percentage of female faculty members. The 1990 ration of female to male faculty members is now the highest of any year in the time period from 1976 to the present, and it has increased each year for the last five years. Nevertheless, the ratio has

TABLE I-3:
Male-Female Ratio of Full-Time Faculty, ALA Schools, 1976-90

Year	Number of Schools	Total Full-Time Faculty	Percentage of Males	Percentage of Females
1976	62	697	58.5	41.5
1977	64	707	59	41
1978	64	684	59.2	40.8
1979	67	715	58.6	41.4
1980	67	714	58.8	41.2
1981	69	722	58.3	41.7
1982	69	706	56.8	43.2
1983	68	680	58.1	41.9
1984	66	658	57.8	42.2
1985	66	650	57.7	42.3
1986	62	603	56.6	43.4
1987	57	572	55.2	44.7
1988	55	562	54.6	45.3
1989	55	572	53.3	46.6
1990	58	615	53.6	46.44

changed very little during the entire time period. In 1976, with 62 schools reporting, the percentage of female faculty members was 41.5 and in 1990, with 58 schools reporting, the percentage was 47.0--a change of 5.5 percent. At least in terms of the total number of faculty, an almost 1:1 ratio of males and females exists.

Table I-4 shows the 1989-90 male-female faculty ratio according to faculty rank in contrast to the ratio of ten years ago; 1980-81. The table also reports the ratio for 1988-1989, the previous reporting period. Because the number of schools reporting as ALA schools changes from year to year, it is the percentage rather than the actual number of faculty members that is of primary significance in this table. In 1980-81, 41.7 percent of the faculty in all ranks (including deans and directors) were women. In 1989-90, 10 years later, that number had increased to 43.3, a 4.3 percent increase in the ratio of female to male faculty members. In the past there have been some larger changes at specific academic ranks. The rank at which the most significant increase is evident from 1980-81 to 1989-90 is at the assistant professor level (from 52.5 percent female to 64.0 percent). There has also been a significant increase in the percentage of female deans and directors from 1980-81 to 1989-90 (20.3 percent to 39.4 percent). This percentage increase has been the same for several years, and is 4.6 higher than that of 1986-87.

At the associate professor level, there has been a 5.3 percent increase in the ratio of female faculty, from 40.7 percent in 1988-89 to 46.0 percent in 1989-90. The increases in 1988-89 and in 1989-90 follow three years of decreases in this ratio of female to male faculty at this rank. It is difficult to know to what the decline should be attributed. In an earlier edition, Purcell speculated that the decline might be due in part to a slight but steady increase in the number of female professors and that many of the female assistant professors might have been in the field too brief a time period to yet be ready for promotion. This explanation could be valid because the number of female faculty members holding the rank of professor has increased even though there has been a substantial drop in the total number of faculty members in all schools. The degree to which the 1988-89 and 1989-90 increases reverses the decline in previous years first noted by Purcell is unclear. As he stated previously, there is a need for a study that examines the promotion of female faculty members on a person by person basis to identify and report the reasons for promotion of female faculty members to the rank of associate and professor ranks.

At the professor level the percentage of females has increased from 24.6 percent in 1988-89 to 26.0 percent in 1989-90. This may be an actual increase of 6 female professors. It is more likely a result of three additional schools reporting in 1989-90 over the previous year.

When comparing the percentage of female to male deans and directors in 1980-81 (20.3 percent) to that in 1989-90 (39.4 percent, an increase over the last three years) it is evident that there has been a substantial increase in both the number and percentage of female deans and directors. In 1989-81, there were 14 female deans and directors; in 1986-87, 1987-88, and 1988-89 there were 23; and in 1989-90 the number has increased to 24. The direction of this increase is encouraging in that it continues to move in the direction of more equitable representation of women in administrative posts in library and information science education.

TABLE I-4:
Changes in Male-Female Ratio of Full-Time Faculty
1980-81 (69 schools, 722 full-time faculty)

Number	Rank	Males	Females
69	Deans and Directors	55 (79.7%)	14 (20.3%)
180	Professors	121 (67.2%)	59 (32.8%)
239	Associate Professors	140 (58.6%)	99 (41.4%)
200	Assistant Professors	95 (47.5%)	105 (52.5%)
16	Instructors	4 (25.0%)	12 (75.0%)
18	Lecturers	6 (33.3%)	12 (66.7%)
722		421 (58.3%)	301 (41.7%)

1988-89 (55 schools, 577 full-time faculty)

Number	Rank	Males	Females
*60	Deans and Directors	37 (61.6%)	23 (38.3%)
146	Professors	110 (75.3%)	26 (24.6%)
169	Associate Professors	90 (53.2%)	79 (40.7%)
179	Assistant Professors	66 (36.8%)	113 (63.1%)
13	Instructors	3 (23.0%)	10 (76.9%)
8	Lecturers	3 (37.5%)	5 (62.5%)
**2	Other	1 (50.0%)	1 (50.0%)
*577		310 (35.7%)	267 (46.2%)

* Includes Deans of schools not reporting

** This includes persons not holding academic rank, or for whom academic rank was not reported, but who are still considered by their school as full-time faculty members.

TABLE I-4 (cont'd.):
Changes in Male-Female Ratio of Full-Time Faculty
1989-90 (58 schools, 615 full-time faculty)

Number	Rank	Males	Females
*61	Deans and Directors	37 (60.6%)	24 (39.3%)
161	Professors	119 (74.0%)	42 (26.0%)
185	Associate Professors	100 (54.0%)	85 (46.0%)
182	Assistant Professors	66 (36.2%)	116 (64.0%)
16	Instructors	4 (25.0%)	12 (75.0%)
8	Lecturers	3 (37.5%)	5 (62.5%)
***2	Other	1 (50.0%)	1 (50.0%)
*615		330 (53.6%)	285 (46.3%)

* Includes Deans of schools not reporting

** This includes persons not holding academic rank, or for whom academic rank was not reported, but who are still considered by their school as full-time faculty members.

DEANS AND DIRECTORS

Among the 61 ALA schools, there were 4 changes in appointments of executive officers between January 2, 1989 and January 1, 1990. This represents a change in leadership of 6.5 percent, and the number is considerably below the highest number of changes previously reported, i.e., 17 in 1985-86. A review of the number of changes in the past few years provides a context for the extent of change in leadership in library and information science education that occurred in 1985-86. In 1980-81 there were 9 new appointments (13 percent), in 1981-82, the number of new executive officer appointments was 10 (14.5 percent), in 1982-83 the number was 15 (22 percent), in 1983-84, the number was 9 (13.6 percent), and in 1984-85, the number was 11 (16.7 percent). During 1985-86, there were 11 new executive officers appointed on a permanent basis, and 6 appointed on an acting or temporary basis (if one also includes the temporary appointment to replace the dean who was on sabbatical). Thus, more than one out of four schools appointed new or acting executive officers during 1985-86. In 1986-87, the number of changes (9) was much more in line with those of previous years, and in 1987-88, the number increased by 3 to a total of 12 changes. In 1988-89, 9 changes in executive officers occurred, in 1989-90, 4 occurred. For the five year period from 1985-86 to 1989-90, 40 schools (66.6 percent) have had new executive officers.

Of the 5 "new" deans and directors in 1989-90, one was serving in an "acting" or temporary capacity on January 1, 1990. Of the 4 regular appointments, 2 are males and 2 are females.

Following is a list of the schools with new executive officers in 1989-90: California-L.A. (Dean); Clark-Atlanta (Dean); McGill (Director); and Pratt (Director).

The breakdown of the administrative titles of the executive officers of the 61 ALA Schools on January 1, 1990 is reported in Table I-5. This breakdown includes the acting deans or directors.

TABLE I-5:
Titles of Heads of ALA Schools
January 1, 1990

Title	Number	Percentage
Dean	38	62.3
Acting or Interim Dean	3	4.9
Director	17	27.8
Chair	3	4.9

Of the 61 deans and directors (and persons holding the title of chair), including those holding acting or temporary status, 56 (91.8) held the rank of professor. Of these, 34 were males (60.7 percent) while 22 (39.2 percent) were females. Five held the rank of associate professor and of these, 3 (60.0 percent) were males and 2 (40.0 percent) were females. Fifty-eight held tenure at the time of the report.

Of the 37 males who were executive officers of ALA schools on January 1, 1990, 35 (94.5 percent) had earned doctorates. Of the 24 female executive officers, 23 (95.8 percent) had earned doctorates. Of the four executive officers who did not hold the doctorate, all held at least the master's degree in library and information science.

Considering the entire population of deans and directors of ALA schools on January 1, 1990, 57 (93.4 percent) held an earned doctorate. This percentage is the same as that of 1988-89. This is the second year (after three successive years) in which the percentage of executive officers holding an earned doctorate did not increase.

Of the 57 doctorates held by deans and directors, 40 (70.1 percent) were in library and information science. This is a slight increase in the actual number from the 39 (69.6) percent) last year; in 1987-88, 41 (73.2 percent) was reported.

Table I-6 shows the disciplines of the doctorates held by the deans and directors of the ALA schools.

TABLE I-6: Disciplines of the Doctorates Held by 57 Heads of ALA Schools, January 1, 1990

Library and/or Information Science	40
Communications	2
Education	3
Electrical Engineering	1
History	3
Media	1
Philosophy	1
Physics	1
Public Administration	1
Sociology	1
Urban Education	1
Zoology	1
Unreported	1

U.S. schools were asked to indicate the ethnic origin of deans and directors, and of the 54 deans and directors of ALA schools located in the U.S. that reported ethnic origin, 47 were white and 7 were from minority ethnic origins, one more than the number from minority ethnic origins reported last year. Of the 7 who were from minority origins, 6 were Black and one was Hispanic.

Schools were asked to report the age of the faculty and the deans and directors. A total of 58 schools reported this information, which is displayed in Table I-7 by five-year categories. This table includes all executive officers serving as of January 1, 1990, including those in an acting capacity.

TABLE I-7: Age Categories of Heads of ALA Schools January 1, 1990

Age Grouping	Number	Percentage
65+	1	1.0
60-64	9	14.7
55-59	13	21.3
50-54	13	21.3
45-49	15	24.6
40-44	8	13.1
35-39	1	1.0
Not Reported/unavailable	1	1.0
Total	61	

This table shows that 38 (63.3 percent) of the executive officers of the 60 reporting schools were 50 years of age or older on January 1, 1990. This is an increase in the percentage from last year (62.5 percent), but much smaller than the 70.9 percent reported in 1986-87. In fact, this ranks with the smallest percentage increase for at least the las six years. For 1988-89, the percentage increase was 62.5; for 1987-88, it was 61.1; for 1987 it was 70.9; for 1986, it was 66.7 percent; for 1985 it was 74.6 percent; and for 1984 it was 67.7 percent. To show the data for deans and directors with a regular rather than acting or temporary appointment, Table I-7a reports age category information for those not including acting or temporary appointments.

TABLE I-7a:
Age Categories of Heads of ALA Schools Exclusive of Those With Acting or Interim Appointments, January 1, 1990

Age Grouping	Number	Percentage
65+	1	1.7
60-64	8	13.8
55-59	13	22.4
50-54	13	22.4
45-49	14	24.1
40-44	8	13.8
35-39	1	1.7
Total	58	

This table shows that 9 (15.5 percent) of the deans and directors who held regular appointments were 60 years of age or older as of January 1, 1990. The number was higher in 1988-89, with 9 (18.1 percent). Table I-7b shows this distribution by gender and indicates that that percentage of male deans and directors 60 years of age or older is much higher than that of female deans. This is an increase in the percentage of male but not in female deans and directors over 60 as reported last year. In 1984 through 1989 increases were noted, but in 1983 it was reported that due to the policies in existence in most colleges and universities that require persons holding administrative posts to vacate these positions at age 65, 21.4 percent of the executive officers in 1983 could be expected to retire as deans or directors within 5 years. This wave of retirements has begun, as is evident from the data in Table I-7a and I-7b. The large number of deans and directors that are in the 55-59 age category indicate that within another 5-10 years, there may be another wave of retirements.

TABLE I-7b:
Age Categories of 60 Heads of ALA Schools, Divided by Sex, January 1, 1990

Age Grouping	Males	Females
65+	0	1
60-64	8	1
55-59	6	7
50-54	10	3
45-49	7	8
40-44	5	3
35-39	1	0
Total	37	23

Salary figures as of January 1, 1990 were reported for 55 deans and directors of ALA schools. California-L.A., Clarion and Chicago did not respond to Part I of the questionnaire. Of the remaining 58 respondents, Brigham Young as an institutional policy which prohibits the reporting of all salary data; Dalhousie reported no salary information; and Pittsburgh and Clark-Atlanta will not release the Deans' salaries. Of the 58 deans and directors, for whom information was available, 53 held fiscal year (11 or 12 month) appointments. Of these holding fiscal year appointments, 33 were male and 20 were female. Three females and two males held academic year appointments.

In the 1985 report, it was noted that the first year in which a salary of $60,000 or above for deans and directors was reported was 1982. Then, just one year later, in 1983, the level of $70,000 or above was reported. In the 1984 report, the high salary for deans and directors was an academic year salary at a Canadian school, and, at $74,550, did not break the $80,000 barrier. For 1985, the high salary is for a fiscal year appointment in a U.S. school and the figure was $79,000, so again, the $80,000 barrier was not breached. The $80,000 salary barrier was broken in 1986, with two people reporting salaries above $80,000. In 1988, 3 Deans, all with fiscal year appointments reported salaries that exceed $90,000; the high salary reported was $97,100. The 1987 salary data show that for 1986-87, 14 deans or directors have salaries that exceed $70,000. This was an increase of 5 over the previous year. In 1988, 17 deans or directors earned more than $70,000 - an increase of 5 over last year. The number of deans and directors with salaries over the $70,000 figure increased by 5.8 percent over 1987, and several other deans and directors had salaries near $70,000. In 1989, 5 deans and directors reported salaries in excess of $90,000, with the highest reported salary being $110,400. Twenty-two deans and directors reported salaries above $70,000 - a 29 percent increase in this number over 1988; 4 were in Canadian schools. In 1990, 9 deans and directors reported salaries above $90,000, with the highest salary being $112,667.

Twenty-six deans and directors reported salaries above $70,000; 5 were in Canadian schools.

In previous years, the issue of the difference between salaries paid in Canadian schools and schools located in U.S. has been discussed. The question has always been whether the exchange rate between the two currencies should be factored in when comparing salaries. Canadian salaries traditionally have been higher than those in the U.S., and the exchange rate has continued to change. On the first business day of 1990, the exchange rate was $.86 U.S. to $1.00 Canadian. Some have commented that the exchange rate should be used as a control variable leading to an equalization of salary data. However, as noted in previous volumes of this study, if Canadian cost-of-living differences are considered, it would be equally appropriate to apply cost-of-living differences to various cities and regions of the U.S., thus making the reporting procedure impossibly complicated and not any more meaningful. Other methods exist to compare cost-of-living and the Canadian U.S. exchange rate. Therefore the method of dealing with this problem is to call the reader's attention to the fluctuating exchange rate and, in some instances, to provide separate tables for U.S. and Canadian schools. This solution has been used in each of the preceding years of the report, and will be this year also. To make a change at this point would result in a lack of comparability of the data over time.

The salaries of the 51 deans and directors reporting fiscal year salaries (including those in an acting capacity) ranged from a high of $112,667 to a low of $50,000. The mean salary for the 51 deans and directors with a fiscal year appointment was $73,852 (Median $73,164). Eliminating the deans and directors of the Canadian schools from the analysis, the mean salary of the remaining 45 deans and directors of U.S. schools who had fiscal year appointments on January 1, 1990, was $72,831 (Median $69,882). The mean salary for Canadian deans and directors was $81,709 (Median $81,545). An analysis of the 4 deans and directors that received their salaries on an academic year basis shows a range from a high of $58,206, to a low of $46,500. The mean for deans and directors on academic year appointments was $50,557 (Median $48,763). All of the reported academic years salaries were in U.S. schools.

Of the 51 deans and directors who had fiscal year appointments on January 1, 1990 and who reported their salaries, (including acting persons), 31 were males and 20 were females. For the 31 males, the mean salary was $77,036 (Median $75,000). This is an increase in the mean salary of male deans and directors of $3,870, over January 1, 1989, for an increase of 5.29 percent. For the 20 female deans and directors who hold fiscal year appointments, the mean salary on January 1, 1990 was $68,918 (Median $63,862), for an increase of 8.38 percent. The mean salary of female deans and directors was $8,118 less than that of their male counterparts. This compares with a difference of $9,578 in 1989; $9,489 in 1988; of $7,009, in 1987; of $7,692 in 1986; $11,253 in 1985; of $6,674 in 1984; and of $7,302 reported for 1983. The magnitude of the increase in the differential between the mean salaries of male and female deans and directors was startling in 1985. The differential in 1987, was not substantial and is more nearly comparable with 1983 and 1984. However, the 1988 and 1989 differences are substantial; the differences in 1989-90 salaries are somewhat less than in previous years. The five year average (1986-90) salary differential has dropped to $8,377. Table I-7c shows the mean salaries of deans and directors from 1978-79 to 1989-90.

Although the salary differential between male and female deans and directors is clearly evident from the data reported, it is even more evident when one examines the salaries in rank order. A ranking of deans and directors with fiscal year appointments shows that, from 1987-89, 8 out of the ten highest salaries are received by males; in 1989-90, it has dropped to 7 out of 10. Other factors such as longevity, region, academic qualifications, and the size of the school clearly are factors which have an effect of this differential and conclusions based on this limited data should be drawn with care. It would appear that the inequity between female deans and directors and their male counterparts is being reduced. If complete salary data were reported the gap may be even less since at least two of the schools declining to report salaries have female deans.

TABLE I-7c:
Average Salary of Deans and Directors With
Fiscal Year Appointments, 1978-1990

	1978-79 (60)	1979-80 (58)	1980-81 (58)	1981-82 (61)
Males and Females	$36,975	$39,485	$42,628	$45,653
Males only	37,306	40,713	43,799	47,367
Females only	35,499	35,234	37,622	40,830

	1982-83 (59)	1983-84	1984-85	1985-86
Males and Females	$48,405	$51,261	$53,793	$56,622
Males only	50,509	53,134	56,947	59,683
Females only	43,207	46,460	45,694	51,991

	1986-87 (52)	1987-88 (49)	1988-89 (48)	1989-90 (51)
Males and Females	$61,247	$65,336	$69,172	$73,852
Males only	63,231	68,488	73,163	77,036
Females only	56,222	60,167	63,585	68,918

An analysis of this table shows that for the reporting 48 deans with fiscal year appointments (including acting deans and heads of Canadian schools), the percentage of increase in the average salary shown here, was 6.7 percent compared to a similar increase of 5.8 percent last year. However, this figure is not meaningful because of changes in the actual persons holding deanships from year to year. The percentages indicate only the approximate salary improvements from the positions of deans and directors rather than improvements for individuals. The meaning of this increase is further eroded by the difference in actual schools represented in the two years.

Table I-8 indicates the length of administrative service in the schools where they presently serve, of the 59 deans and directors with regular and acting appointments. As the table shows, on January 1, 1990, 6 deans and directors had held their administrative positions for 10 years or more. This represents 9.8 percent of the schools. At the other end of the longevity spectrum, 14 deans and directors have been appointed to their present position since January 1988, a period of only 3 years and 31 (50 percent) have served for 5 years or less. This is further evidence of a great deal of change in library education leadership and indicates a high rate of turnover among executive officers in the library and information science education programs in the U.S. and Canada. From all indications this is a continuing trend in higher education administration generally.

TABLE I-8:
Year of Appointment of the Heads of 59 ALA Schools with Regular and Interim Appointments on January 1, 1990

Year	Number	Year	Number
1970	1	1980	1
1971	0	1981	3
1972	0	1982	1
1973	0	1983	6
1974	0	1984	5
1975	1	1985	7
1976	0	1986	10
1977	0	1987	7
1978	1	1988	7
1979	2	1989	6
		1990	1

Meaningful data regarding the full-time faculty who assist the executive officer in administering the school is difficult to obtain because major differences exist from one school to another. In most instances these faculty members carry out their administrative responsibilities, but have reduced teaching loads. However, some do not teach, but devote their entire time to administrative responsibilities. Also, the administrative roles, as well as the rewards for this service, differ widely both in terms of academic rank and salary. As in earlier reports, this group of faculty are identified here as "associate (assistant, etc.) deans and directors." Only those who have faculty status as well as administrative roles are included. Of the 59 ALA schools that reported for 1989-90, 18 had full-time faculty serving as associate (assistant, etc.) deans and directors. This is one less than in 1988-89. Four of the 18 schools have 2 or more faculty members with such appointments, for a total of 27 individuals. Of the 27 associate (assistant, etc.) deans and directors in 1989-90, 5 were newly appointed to this post during the year under review. In 1988-89, 6 (out of 55) schools had such positions, whereas in previous years the numbers were as follows: 1987-88, 8 (out of 55); 1986-87, 19 (out of 60); 1985-86, 22; 1984-85, 21; 1983-84, 12 schools (out of 66); in 1982-83, 25 schools (out of 68); in 1981-82, 28 schools (out of 69); and in 1980-81, 34 schools (out of 69). Thus in 1980-81, nearly half of the schools had one or more associate (assistant, etc.) deans or directors. Ten years later, in 1990, both the number and the percentage of schools with full-time associate or assistant deans (director, etc.) has decreased. It is possible that one factor that accounts for the decline is the elimination of this post as a means for schools to cut back on expenditures. However, it is also possible that as some schools decrease in faculty size, the central administration of the universities consider the position to be less important and hence eliminate the position. In 1989-90, the number has remained constant. Perhaps this is an end to the trend identified above.

TABLE I-9:
Faculty Holding Administrative Titles, 1988-89

Title and Rank	Number
Associate Dean	
Professor	7
Associate Professor	7
Assistant Professor	0
Lecturer	1
Assistant Dean	
Professor	0
Associate Professor	3
Assistant Professor	1
Chair	
Professor	3
Associate Professor	1
Director	1
Academic Administrator	1

It should be noted that this report includes only full-time faculty members serving in positions as associate or assistant deans (directors, etc.). A number of schools have individuals (support staff) other than full-time faculty who serve as administrative assistants to the dean or director.

Of the 27 associate (assistant, etc.) deans and directors, 8 (29.6 percent) were males while 19 (70.3 percent) were females. Compared to 1986-87, the representation of females in this group has improved. In 1986-87 there were exactly twice the number of males (24) as females (12) in the associate (assistant, etc.) deans and directors group. In 1987-88, 1988-89 and 1989-90, the majority were females.

Of the 27 individuals being considered here, 15 (5 males and 10 females) had fiscal year appointments, while 12 (3 male and 9 females) had academic year appointments.

For the 15 with fiscal year appointments, the high salary was $74,559 (a male), the low was $42,748 (a male). The mean salary for the 5 males was $58,304 while for the 10 females the mean was $54,600. The fiscal year mean for the males and females combined was $55,834.

For the 12 associate (assistant, etc.) deans and directors holding academic year appointments (3 male and 9 females), the high salary was $64,000 (a female), the low was $33,219 (a male). The mean salary for the 9 females was $50,016; of the 3 males it was $44,206. The mean salary for all associate and assistant deans and directors holding academic year appointments for 1989-90 was $48,564.

The salaries of full-time faculty who serve as associate (assistant, etc.) deans and directors are usually determined to a greater degree by their academic rank than by their administrative titles and responsibilities. Most also have some teaching responsibilities. As a result, the above computations are likely to change quite a bit from year to year. As a consequence of this, the persons who hold these positions are included in the tables that follow under their academic rank.

NEW FACULTY APPOINTMENTS

Between January 2, 1989 and January 1, 1990, exclusive of deans and directors, 50 new full-time regular faculty members were appointed. This compares with a total of 58 for each of the 2 preceding years. Table I-10 provides a basis for comparing the annual number of new faculty appointments over the past 10 years. In earlier reports, this table counted deans and directors, including those with acting or interim status, even when appointed from within their own faculties. However, since a marked increase of acting or interim deans and directors tended to skew the figures, this table has been recalculated for the previous years to exclude in the new appointment columns all deans and directors. Deans and directors are included in the total full-time faculty count.

TABLE I-10:
Ratio of New Faculty Appointments Exclusive of Deans & Directors to Total Faculty, 1980-1990

Year	Number of Schools	Total Full-Time Faculty	New Appointments	Percent of New Appointments
1980-81	69	653	48	7.4
1981-82	69	637	55	8.6
1982-83	68	613	47	7.7
1983-84	66	656	47	7.2
1984-85	66	650	39	6.0
1985-86	62	602	48	8.0
1986-87	57 of 60	572	56	9.8
1987-88	55 of 60	562	58	10.3
1988-89	55 of 60	572	56	9.8
1989-90	58 of 61	615	50	8.1

The following table shows the sex of the 50 new faculty members appointed to full-time regular positions in the various faculty ranks between January 2, 1989 and January 1, 1990, in ALA schools.

TABLE I-11:
Rank & Sex of 50 New Faculty, Exclusive of Deans and Directors, Appointed Between January 2, 1989 and January 1, 1990

Rank	Males	Females	Total
Professor	2	1	3
Associate Professor	6	3	9
Assistant Professor	11	23	34
Instructor	1	2	3
Lecturer	1	1	1
Total	20	30	50

Of the 3 new appointments at the professor level, 2 received an academic year appointments and one received a fiscal year appointment. Two had earned doctorates and all were granted tenure. Their age categories were: one from 35-39 and 2 from 45-49.

Of the 9 new associate professors who were not deans or directors, all but 3 received academic year appointments and all but one held earned doctorates. Their age categories were: 2 from 35-39, 3 from 40-44, 1 from 45-49, 1 from 50-54, 1 from 55-59, 1 from 60-64, and 1 from 65 or over.

Because the most common rank at which new faculty members are appointed is that of assistant professor, the salaries paid this group, along with other characteristics, are always of particular interest. There were 34 new assistant professors appointed to permanent positions in 1989-90. This compares with 38 in 1988-89; 43 in 1987-88; 29 in 1986-87; 32 in 1985-86; 27 in 1984-85; 25 in 1983-84; 29 in 1982-83 and 1981-82 and 28 in 1980-81. These figures show that the number has fluctuated over the past few years, but has varied only slightly until 1987-88 which showed a 48 percent increase over 1986-87. However, as noted above, the total of new appointments at all ranks in 1989-90 is down 10 percent over 1988-89 . Of the 34 new assistant professors appointed in 1989-90, 11 were male (32.4 percent) and 23 were female (67.6 percent).

Among the 34 new assistant professors, 28 had completed their doctorates by January 1990. The disciplines of the 28 new assistant professor with earned doctorates were distributed into the following subject fields:

Library & Information Science	23	Political Science	1
Business	1	Sociology	1
Engineering	1	Telecommunications	1

Of the 34 new assistant professors in 1989-90, 1 was a Canadian School and 33 were in U.S. Schools. Thirty were white, 2 were Asian or Pacific Islander, 1 was Black, and 1 was not designated. Thirty-three were appointed for academic years. Age categories provided as follows:

25-29	2	40-44	10
30-34	6	45-49	8
35-39	7	50-54	1

Salaries reported for 33 new assistant professors appointed in 1989-90 ranged from a high of $50,000 to a low of $26,000. The mean salary for 32 persons with an academic year appointment (which included no Canadian appointments) was $32,400 and the median was $32,000.

The mean salary for the 10 males appointed for the academic year to the rank of assistant professor in 1989-90 was $30,699 (median $29,000). For the 23 females appointed as assistant professor for the academic year, the mean salary was $32,990 (median $32,000). Contrasted with the 1988-89 difference of $2,698 in favor of males, the 1989-90 difference is $2,291 in favor of females. When academic and fiscal year salaries are combined, the mean for males increases to $34,364 (there were no fiscal year appointments for females), and the female advantage is reduced to $1,626. In 1987-88, a $1,833 female advantage and in 1988-89, a female disadvantage of $2,832 were reported.

Table I-11a shows the mean beginning salaries for assistant professors with academic year appointments since 1977-78. During those years, women have out-distanced their male colleagues' average salary in 1978-79, 1979-80, 1985-86 and in 1989-90. In the total number of these appointments, 333, women have accounted for 204 (61.3 percent) while men have accounted for 129 (38.7 percent).

TABLE I-11a:
New Assistant Professors - Academic Year
Appointments, 1977-78 to 1989-90

Year	Total Number	Mean Average For Males	Mean Average For Females	Mean Average For All	Percentage of Increase
77-78	23	$15,386 (10)	$14,907 (13)	$15,115	.09
78-79	30	16,188 (16)	17,241 (14)	16,679	10.35
79-80	18	17,065 (6)	17,445 (12)	17,319	3.84
80-81	25	19,928 (8)	18,777 (17)	19,146	10.55
81-82	22	20,854 (9)	20,270 (13)	20,509	7.12
82-83	22	23,335 (8)	21,604 (14)	22,233	8.40
83-84	19	24,170 (8)	21,335 (11)	23,722	6.70
84-85	24	25,277 (9)	23,748 (15)	24,321	2.50
85-86	24	26,000 (8)	26,946 (17)	26,732	9.91
86-87	29	28,290 (11)	26,399 (18)	27,183	1.69
87-88	31	29,365 (13)	28,895 (18)	29,092	7.02
88-89	33	33,015 (13)	30,317 (20)	31,380	7.86
89-90	33	30,699 (10)	32,990 (22)	32,448	3.40

There was one new fiscal year appointments at the assistant professor rank during 1989-90. Because the number of new assistant professors appointed for the fiscal year has always been small, no effort has been made in the past to tabulate these appointments by gender or salary. During the past 13 years, only 57 fiscal year appointments have been made at the assistant professor level, as compared to 330 appointed for the academic year.

TABLE I-12:
Distribution of Salaries for 33 New Assistant Professors, 1989-90

Academic Year Appointments

Salary	Sex
$50,000	F
42,000	M
38,000	F
37,000	F
36,730	F
36,100	F
36,000	M
35,000	F
35,000	F
34,000	F
34,000	F
33,999	M
32,244	F
32,000	F
32,000	F
32,000	F
32,000	F
32,000	M
$30,500	F
30,000	M
30,000	F
29,000	F
29,000	F
29,000	F
28,000	M
28,000	F
28,000	F
27,000	M
26,000	F
26,000	M
26,000	M
26,000	M

Fiscal Year Appointments

Salary	Sex
______	M

There were 3 full-time instructors appointed during 1989-90 among the 58 reporting ALA schools. Two were female and 1 was male: all had academic year appointments. The average salary was $29,031.

There was one new appointment at the rank of lecturer between January 2, 1989 and January 1, 1990. Information on this appointment will not be reported in order to preserve the confidentiality of the information.

Nine new appointments were made at the associate professor rank. Six were male and 3 were female; 3 had fiscal year appointments and 6 had academic year appointments. The average salary for the fiscal year appointments was $45,909: for the academic year appointments, the average salary was $39,464. There were 3 new appointments at the rank of professor. Two were males and one was female; 2 had academic year appointments and one had a fiscal year appointment. The average salary of the 3 professors was $74,333.

FACULTY SALARIES-ALL FACULTY

The following table enables one to compare 1989-90 mean and median salaries at each rank with those of a year earlier (1988-89. Salary figures were withheld by Brigham Young because of institutional policy. In addition, in 1989-90, Pittsburgh withheld the Dean's salary, Dalhousie withheld all salary figures; and Chicago, Clarion and UCLA did not report. A total of 615 salaries (including those of deans and directors) were reported for 1989-90. In 1988-89, there were 550; in 1987-88 there were 552; in 1986-87 there were 572; in 1985-86, there were 603; in 1984-85, the number was 633 salaries. In 1983-84, this total was 642; in 1982-83 it was 662; and in 1981-82 it was 687.

TABLE I-13:
Faculty Salaries, ALA Schools, 1988-89 (48) and 1989-90 (58)

Rank and Term		1988-89		1989-90	
		Mean	Median	Mean	Median
Deans & Directors	FY	$69,172	$67,875	$73,852	$73,164
Deans & Directors	AY	46,671	45,392	50,557	48,763
Professors	FY	66,487	68,573	73,910	75,382
Professors	AY	53,008	51,280	54,482	52,873
Assoc. Profs.	FY	51,931	52,667	55,792	57,324
Assoc. Profs.	AY	38,225	37,300	40,662	40,163
Asst. Profs.	FY	40,871	40,750	44,867	46,200
Asst. Profs.	AY	32,688	31,500	33,809	33,650
Instructors	FY	36,847	37,074	38,781	37,129
Instructors	AY	27,100	26,727	29,338	28,787
Lecturers	FY	39,022	36,750	37,814	38,599
Lecturers	AY	42,994	36,687	40,000	39,715

The mean and median salaries shown above in Table I-13 have been based on all salaries reported without regard to region. Furthermore, no attempt has been made to compute the exchange rate between the Canadian dollar and the U.S. dollar. Since Canadian university salaries are often higher than those in the U.S., and there are geographical differences in the U.S. as well, Table I-13a is intended to show average salaries by region and for Canadian schools. The regions used are those used by ALA's Committee on Accreditation in its semi-annual listing of accredited programs, even though this results in uneven numerical groupings. Brigham Young, Chicago, Clarion, Dalhousie, and UCLA were not included in their respective regions because salaries were not provided by those schools. The number of faculty salaries included is shown in each category in parentheses. In those instances where only one salary fits into a given category, the salary is not reported in order to protect the privacy of the individual to whom the salary applies.

Northeast: Albany, Buffalo, Catholic, Columbia, Drexel, Long Island, Maryland, Pittsburgh, Pratt, Queens, Rhode Island, Rutgers, St. John's, Simmons, Southern Connecticut, and Syracuse. (16 or 17 schools reporting)

Southeast: Alabama, Clark Atlanta, Florida State, Kentucky, Louisiana State, North Carolina, North Carolina Central, North Carolina at Greensboro, Puerto Rico, South Carolina, South Florida, Southern Mississippi, and Tennessee. (All 13 schools reporting)

Midwest: Emporia State, Illinois, Indiana, Iowa, Kent State, Michigan, Missouri, Northern Illinois, Rosary, Wayne State, Wisconsin-Madison, and Wisconsin-Milwaukee. (12 of 13 schools reporting)

Southwest: Arizona, North Texas, Oklahoma, Texas, and Texas Woman's. (All 5 schools reporting)

West: California-Berkeley, Hawaii, San Jose, and Washington. (4 or 6 schools reporting)

Canada: Alberta, British Columbia, McGill, Montreal, Toronto, and Western Ontario. (6 of 7 schools reporting)

TABLE I-13a:
Mean Salary for Faculty of ALA Schools Divided by Region, 1989-90

Fiscal Year Mean Salaries

Region	Deans & Dir.	Professors	Assoc. Profs.	Asst. Profs.
Northeast	(13) $80,116	(11) $65,614	(13) $53,146	(8)$44,399
Southeast	(10) 66,241	(1)	(0)	(0)
Midwest	(12) 70,790	(3) 72,488	(4) 39,895	(3) 29,185
Southwest	(5) 67,975	(1)	(0)	(1)
West	(5) 80,774	(0)	(0)	(0)
Canada	(6) 81,709	(16) 78,105	(25) 59,953	(18)47,500

Academic Year Mean Salary

Region	Deans & Dir.	Professors	Assoc. Profs.	Asst. Profs.
Northeast	(2) $48,250	(44) $58,420	(55) $42,398	(43)$37,845
Southeast	(2) 52,866	(35) 49,865	(29) 37,390	(37) 30,801
Midwest	(0)	(19) 51,374	(31) 40,287	(39) 32,798
Southwest	(0)	(16) 51,484	(9) 39,605	(20) 30,856
West	(0)	(10) 58,180	(12) 42,323	(11) 36,199
Canada	(1)	(0)	(0)	(0)

The following table shows the difference between mean salaries in the schools in the U.S. and those of Canada. In evaluating these figures it is important to remember that the difference in exchange rate between the U.S. and the Canadian dollars on January 1, 1990 was $.86 U.S. to $1.00 Canadian.

TABLE I-13b:
Average Salaries Among Library Schools in the U.S. Compared to Average Salaries Among Library Schools in Canada, 1989-90

Fiscal Year

	Deans & Dir.	Professors	Assoc. Profs.	Asst.Profs.
U.S.	(45) $72,831	(16) $69,527	(17) $50,028	(12)$41,060
Canada	(6) 81,709	(16) 78,105	(25) 59,953	(18) 47,500

Academic Year

	Deans & Dir.	Professors	Assoc. Profs.	Asst. Profs.
U.S.	(4) $58,206	(125) $53,014	(136) $40,657	(155)$32,654
Canada	(1)	(0)	(0)	(0)

Improvements in the mean faculty salary in 1989-90 over 1988-89 at each rank are shown in Table I-14. It should be kept in mind, however, that promotions, resignations, retirements, and new appointments in 1989-90 results in a different group of people being compared for these two years. Because actual names of faculty members are not provided by the schools, it is not possible to separate the continuing faculty in a given rank from those entering that rank. The results of these limitations mean that the improvement in salary is for the incumbents of each rank at a given time and do not reflect individual salary improvement.

TABLE I-14:
Improvement in Average Salaries for Faculty in ALA Schools Between 1988-89 and 1989-90

Rank and Term		Number in 1988-89	Number in 1989-90	Improvement in Mean Salary	Percentage of Mean Salary
Deans & Directors	FY	48	51	$4,680	6.7%
Deans & Directors	AY	4	4	3,886	8.3%
Professors	FY	33	32	7,063	10.5%
Professors	AY	108	124	1,474	2.8%

TABLE I-14 (cont'd.):
Improvement in Average Salaries for Faculty in ALA Schools Between 1988-89 and 1989-90

Rank and Term		Number in 1988-89	Number in 1989-90	Improvement in Mean Salary	Percentage of Mean Salary
Assoc. Profs.	FY	44	43	3,861	7.4%
Assoc. Profs.	AY	123	136	2,437	6.3%
Asst. Profs.	FY	31	29	3,996	9.7%
Asst. Profs.	AY	137	150	1,121	3.4%
Instructors	FY	6	5	1,934	5.2%
Instructors	AY	6	9	2,238	8.2%
Lecturers	FY	2	5	-1,208	-3.0%
Lecturers	AY	6	6	-2,994	-6.9%
Totals:		548	594		

In reading the following table, one should keep in mind that the small number of faculty holding the instructor and lecturer rank, and the small number of deans and directors holding an academic year appointment, detract from the significance of those particular percentages.

TABLE I-14a:
Percentage of Salary Improvement by Rank, Among ALA ALA Schools over 5 Years, 1985-86 to 1989-90

		1985-86	1986-87	1987-88	1988-89	1989-90	Total
Deans & Dir.	FY	5.4	8.0	6.5	5.9	6.7	36.5
Deans & Dir.	AY	3.7	8.6	10.5	15.4	8.3	42.1
Professors	FY	4.0	5.3	2.4	10.8	10.5	40.0
Professors	AY	7.1	8.7	4.3	7.2	2.8	33.5
Assoc. Prof.	FY	5.2	5.2	4.6	4.4	7.4	30.0
Assoc. Prof.	AY	4.4	5.6	4.0	5.3	6.3	31.8
Asst. Prof.	FY	5.0	23.9	3.7	4.3	9.7	50.1
Asst. Prof.	AY	5.0	6.3	2.7	9.8	3.4	31.9
Instructors	FY	-23.9	77.0	14.2	4.6	5.2	79.0
Instructors	AY	8.6	9.0	-1.6	6.5	8.2	36.3
Lecturers	FY	-3.4	4.8	3.2	24.9	-3.0	10.6
Lecturers	AY	-5.0	4.3	.38	36.7	-6.9	29.8

The following table enables one to compare the mean salaries in each faculty rank for males and females. As seen in Table I-15, male salaries exceed female salaries in Deans and Directors with fiscal year appointments; all professors; and assistants with academic year appointments. Female salaries exceed male salaries in Dean and Directors with academic year appointments and associates with fiscal year appointments.

TABLE I-15:
Male and Female Faculty Salaries in ALA Schools on January 1, 1990

Fiscal Year Appointments, 1989-90

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.	31	$77,036	20	$68,918
Professors	18	76,684	14	70,343
Assoc. Profs.	22	55,502	21	56,096
Asst. Profs.	13	44,844	16	44,886

Academic Year Appointments, 1989-90

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.	2	$47,012	2	$54,103
Professors	96	55,759	28	50,104
Assoc. Profs.	77	40,180	59	40,674
Asst. Profs.	48	34,563	102	33,454

The schools in the United States were again asked to provide ethnic data for their full-time faculty. Fifty-four schools that responded to the survey provided this information listed in Table I-17.

TABLE I-17:
Ethnic Background of Full-Time Faculty in 54 ALA Schools in the U.S., January 1, 1990

Rank	Asian Indian	Asian or Pacific Islander	Black	Hispanic	White	Total
Deans & Dir.	0	0	6	1	47	54
Professors	0	4	9	1	133	147
Assoc. Profs.	0	3	6	2	150	161
Asst. Profs.	1	9	15	0	139	164
Instructors	0	0	1	0	12	13
Lecturers	0	0	1	0	8	9

The table that follows provides age category data for the full-time faculty with academic rank in all ALA schools except California-LA, Chicago, and Clarion. It has been noted in earlier reports that the average age of the faculty has been increasing. However, in 1989 and 1990 (32.1 and 32.2 percent respectively of the faculty were reported as 55 or older. This is a decrease of approximately 1.3 and 1.4 percent over each of the previous two years in the number of faculty in these age groups.

TABLE I-18:
Age Categories of Full-Time Faculty on January 1, 1990 in ALA Accredited Schools

	70+	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Dir.	0	1	8	13	14	13	8	1	0	0	58
Professors	0	19	38	37	32	26	3	0	0	0	155
Assoc. Profs.	0	6	22	30	30	48	33	15	0	0	184
Asst. Profs.	0	2	9	4	17	41	55	36	14	2	180
Instructors	0	0	1	0	1	2	7	3	0	0	14
Lecturers	0	1	1	2	1	1	2	3	0	0	11
TOTALS	0	29	79	86	95	131	108	58	14	2	602
Percentage of Total	0	4.8	13.1	14.3	15.8	21.7	17.9	9.6	2.3	0.3	

YEAR OF INITIAL APPOINTMENT

Each of the 58 reporting ALA schools responded to the request for the date of initial appointment to its full-time faculty of each current faculty member. In Table I-19, the data shown represents that initial appointment year for each of the faculty members where academic rank was reported, who were employed on January 1, 1990. It is interesting to note that nearly one half (48.8 percent) of all faculty in ALA schools have been appointed in the last seven years (1982-83 through 1989-90).

TABLE I-19:
Year of Initial Appointment of Full-Time Faculty at Their Present ALA School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		TOTALS
	M	F	M	F	M	F	M	F	M	F	M	F	
1950				1									1
1951													0
1954													0
1955				1									1
1956			1										1
1958			2										2
1959			1										1
1960				1									1
1961			2	1			1						4
1962			3		1								4
1963			2				1						3
1964				2									2
1965	1		5	1									7
1966		1	5	2	2								10
1967			7		3	1							11
1968			2		3	1		2					8
1969	1	1	13		3	2		1					21
1970	5		8	4	2	1							20
1971	2	1	8	5	5	5	1	1					26
1972	2	1	5	1	9	2		2					22
1973	2		3	5	2	2							14
1974		1	7	3	7	8						1	27
1975	3	2	2	1	5	6	1						20
1976	2		7	2	2	1	1	1					16
1977	1	1	9	3	6	4							24
1978		2	2	1	4	1		2					12
1979	2			3	3	1		1		1			11

TABLE I-19 (cont'd.): Year of Initial Appointment of Full-Time Faculty at Their Present ALA School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		TOTALS
	M	F	M	F	M	F	M	F	M	F	M	F	
1980			3		3	2		1					9
1981	1	2	2	1	4	8	2	1				1	22
1982			4		9	6		1					20
1983		2	3		3	10	2	3			1		24
1984	1	1	1	1	3	3	3	6	1				20
1985	4	2	2		2	4	6	13	1			2	36
1986	3	4	4	1	3	3	5	14		2		2	41
1987	3	1	4		8	3	16	24		3	1		63
1988	1		3		5	4	13	25		3	1	1	56
1989	1	3	3	1	6	2	10	21	1	1		1	50
1990	1					2	1	2		1			7

In the following table, the year is given for the appointment or promotion of each of the full-time faculty members holding academic rank to his/her present academic rank in the school where he/she holds a full time position. In this listing, deans and directors have been distributed according to their faculty ranks.

TABLE I-20: Year of Appointment or Promotion of Full-Time Faculty to Their Present Rank in Their Respective Schools

	Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers	
	M	F	M	F	M	F	M	F	M	F
1962			1							
1963	2									
1964										
1965	2									
1966	3									
1967	2		4							
1968	3									
1969	4					1				
1970	3	1		1	1					
1971	2	2		1		1				
1972	1		3							
1973	4			1		1				

TABLE I-20 (cont'd.):
Year of Appointment or Promotion of Full-Time Faculty to Their Present Rank in Their Respective Schools

	Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers	
	M	F	M	F	M	F	M	F	M	F
1974	5		4	1						1
1975	8	3	5		1					
1976	8		2	2		1				
1977	10	1	7	1	1	1				
1978	3	3	4	4	1	1				
1979	4	6	6	5	1	1		1		
1980	4	3	6	5		1				
1981	9	4	6	2	2				1	
1982	3	4	6	5						
1983		7	7	4	2				1	
1984	8		6	6	1	6				
1985	8	7	2	4	6	15				2
1986	13	4	6	8	5	17		2		
1987	10	5	13	12	13	24	2	3	1	1
1988	7	2	10	12	14	28		3	1	2
1989	9	6	13	10	11	23	1	1		1
1990	2		3	2	3	1		1		

Among the 615 full-time faculty in the 58 ALA schools participating in the 1989-90 study, there were 30 promotions within the professorial ranks. This compares with 12 last year. As the following table suggests, the rate of promotion declined in 1985 and 1986 but had increased by 45 percent in 1987. In 1988, the number declined by 17 percent over the previous year. In 1988-89, the number declined further by 50 percent. In 1989-90, the number of promotions substantially increased over the previous year.

TABLE I-21:
Faculty Promotions in ALA Schools, 1983-1990

Rank to Which Promoted	1984-85		1985-86		1986-87		1987-88		1988-89		1989-90	
	M	F	M	F	M	F	M	F	M	F	M	F
Professor	2	2	3	3	6	2	6	3	10	3	6	5
Assoc. Prof.	6	6	6	4	4	8	4	8	2	5	9	7
Asst. Prof.	0	0	0	4	2	7	2	1	1	1	0	3
TOTALS	8	6	9	11	12	17	12	12	3	9	15	15

TABLE I-21a:
Number of Years as Full-Time Faculty Member in Their Respective Schools of the Individuals Promoted in 1989-90

Rank	No. Persons		No. Years	Rank	No. Persons		No. Years
	M	F			M	F	
Profs.	1		2	Assoc. Profs.	1		2
	2		8		1		3
	1	1	10		2	2	4
	1	1	12		2	1	5
	1		13		1	1	6
		1	14		2	1	7
		1	15			1	8
		1	24			1	14
				Asst. Profs.		1	1
						1	3
						1	7

In lieu of repeating the detailed background of earned doctorates by gender, rank, and field, customarily included in Table I-22, only a summary will be presented. The number of earned doctorates held on January 1, 1990 for the total faculty population of 615 (including Deans and Directors) was 511 (83.0 percent). This is a decrease in the percentage from last year, as shown in Table I-22a, reversing the trend toward an increased number of faculty members holding the doctorate. Of the 511 faculty members holding the doctorate, 359 (70.2 percent) had their degree in library and/or information science; 152 faculty members had doctorates in other fields. Table I-22a indicates the percentage of faculty members by sex holding doctorates.

Data on the number of faculty with earned doctorates have been collected since 1977. The following table shows the steady growth of its percentage over these years. During that time period the percentage of total faculty members who hold the doctorate has increased from 61.8 percent to 83.0 percent. Even though this is a slight decrease over last year's figure, it is still a substantial increase. The rate of increase in females holding the doctorate exceeded that of males. However, the percentage of male faculty members that have completed the doctorate is still higher than that of their female counterparts. However, this gap has been reduced to only 1.4 percent for 1989-90.

TABLE I-22a: Percentage of Full-Time Faculty in 55 ALA Schools with Earned Doctorates, 1977-90

Year	Percentage of Males with Earned Doctorates	Percentage of Females with Earned Doctorates	Percentage of Total Faculty with Earned Doctorates
1977	69.3	50.9	61.8
1978	73.6	53.0	65.2
1979	75.4	55.4	67.0
1980	76.7	56.8	68.5
1981	77.1	61.3	70.8
1982	78.1	63.0	71.5
1983	81.0	63.0	71.5
1984	82.3	70.1	77.1
1985	80.0	74.9	77.9
1986	82.6	75.9	79.9
1987	85.3	77.1	81.6
1988	86.5	79.2	83.2
1988/89	86.5	85.0	85.8
1989/90	83.7	82.3	83.0

Table I-23 provides a listing of the disciplines other than library and information science in which 152 faculty members held doctorates on January 1, 1990. While deans were asked to be precise in identifying these disciplines as they completed the questionnaire, the responses often were not clear, and the instructions were frequently given varying interpretations. The fields other than library science, information science, and library/information science are quite varied, as has been the case in the past. For example, in the field of education, numerous specific sub-fields are identified, some of which might be the same degree with a slightly different name. Because of the wide variation, the doctorates in fields other than library and/or information science are identified by discipline.

TABLE I-23: Earned Doctorates Outside Library and Information Science Held by 152 Full-Time Faculty in ALA Schools on January 1, 1990

Discipline	No.	Discipline	No.
Adult Education	4	Curriculum & Instruction	9
American Civilization	1	Early Childhood	1
American Studies	1	Economics	2
Anthropology	1	Education	25
Archives	1	Educational Media	2
Book Arts	1	Educational Research and Evaluation	2
Chemistry	2	Engineering	5
Children's Literature	1	English	4
Communication	9	Folklore/Myth	2
Community Health	1		
Computer Science	8		

TABLE I-23 (cont'd.): Earned Doctorates Outside Library and Information Science Held by 152 Full-Time Faculty in ALA Schools on January 1, 1990

Discipline	No.	Discipline	No.
Higher Education	7	Media Communication	2
History	15	Microbiology	1
History of Printing and Publishing	1	Music History	1
History of Science	1	Philosophy	5
Humanities	1	Physics	3
Interdisciplinary	1	Political Science	5
Instructional Development	3	Psychology	7
Land Resources	1	Roman Studies	1
Language Education	1	Romance Language	1
Law	4	Sociology	3
Linguistics	1	Social Work	1
Logic	1	Speech	1
Mathematics	2	Urban Education	1
		Zoology	1

While approximately 83 percent of the full-time faculty teaching in 58 ALA schools had completed doctoral degrees prior to January 1, 1990, the percentage of faculty within individual schools holding the doctorate varied considerably, from a low of 36 percent to a high of 100 percent in 18 schools. In 4 schools, half or less of the faculty held doctorates. This is the same as 1989 and down from 2 schools in 1988, and 3 schools in 1987. Forty-three schools (74.1 percent) of the 58 reporting have faculties of which at least 75 percent hold the doctorate.

TABLE I-24: Percentage of Faculty Having Doctorates in 58 ALA ALA Schools on January 1, 1990

Percentage	Number of Schools
100	18
95-99	0
90-94	5
85-89	10
80-84	6
75-79	4
70-74	2
65-69	5
60-64	2
55-59	1
50-54	1
45-49	0
40-44	3
35-39	1

TENURE

Of the 615 full-time faculty in the 58 ALA schools that reported on their faculty this year, 62.4 percent of the faculty members were reported as having tenure on January 1, 1990. (Those with "security of Appointment" have been included in this number). Information on tenure has been collected since 1977, and is reported in Table I-25. As can be seen from this table, the percent of the total faculty in ALA schools is about the same as last year, but slightly lower than during the previous three years. In fact, it is the lowest percentage since 1978-79. The percentage of tenured faculty in ALA schools peaked in 1985-86 at 68.0 and has been dropping each year. The current percentage of tenured faculty is 62.4. Slightly more than 6 out of 10 faculty members hold tenure in 1989-90.

TABLE I-25:
Percentage of Tenured Faculty Among ALA Schools, 1977-90

Year	Percentage of Tenured Faculty
1976-77	58.4
1977-78	60.0
1978-79	62.1
1979-80	64.8
1980-81	66.3
1981-82	65.0
1982-83	66.3
1983-84	67.8
1984-85	64.2
1985-86	68.0
1986-87	67.0
1987-88	65.5
1988-89	62.2
1989-90	62.4

Two schools reported having all-tenured faculties. Prior years are as follows: 1989 (3), 1988 (3), 1987 (5), 1986 (4), 1985 (11) and 1984 (11). Only one school reported less than 25 percent tenured faculty; 12 schools have less than 50 percent; and 12 schools have tenured faculties of 75 percent or higher. The following table shows the variation among 58 schools that reported tenure data.

TABLE I-26: Percentage of Tenured Faculty Among 58 ALA Schools, January 1, 1990

Percentage of Tenured Faculty	Number of Schools
100	2
95-99	0
90-94	0
85-89	3
80-84	2
75-79	5
70-74	8
65-69	9
60-64	4
55-59	6
50-54	7
45-49	0
40-44	5
35-39	3
30-34	2
25-29	1
20-24	0
15-19	1

The following table shows tenure status by rank and sex of the faculty members holding academic rank and included in this study. It should be understood, of course, that deans and directors shown with tenure enjoy that tenure as faculty members, not as their schools' executive officers.

TABLE I-26a: Tenure Status by Rank and Sex Among 58 ALA Schools on January 1, 1990

	With Tenure			Without Tenure		
	Males	Females	Total	Males	Females	Total
Deans & Directors	33	22	55	2	1	3
Professors	118	44	162	4	0	4
Associate Profs.	84	64	148	19	16	35
Assistant Profs.	6	11	17	55	110	165
Instructors	0	0	0	3	11	14
Lecturers	0	2	2	4	5	11
No Rank	0	0	0	1	2	3
TOTAL:	241	143	384	88	145	235

Tables showing regional difference in faculty size and sex (Tables I-26b and I-26c) were included in the 1983 report and the report for 1978-79. However, it is not necessary to provide these particular data each year and so they will not be included in this year's report. The table that appeared in the 1984 report as Table I-26d, showing regional differences in average salaries, has been shifted to the section following Table I-13.

In the table that follows, 594 individual faculty salaries (including those for 55 deans and directors) were reported by 58 of the ALA schools. All salaries are included except for persons who do not hold academic rank, salaries from Brigham Young and Chicago which have institutional policies against reporting salaries, Dalhousie, and Pittsburgh which does not report the salary of the Dean. The salaries are distributed by rank in increments of $1,000 (except where there are large gaps between salaries). The salaries for associate (assistant, etc.) deans and directors have been entered according to their faculty ranks.

TABLE I-27: Salaries on January 1, 1990 of 594 Fulltime Faculty in 56 ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11=12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
112,000 - 112,999	1		1									
111,000 - 111,999												
110,000 - 110,999	1											
109,000 - 109,999												
108,000 - 108,999												
107,000 - 107,999												
106,000 - 106,999	1											
105,000 - 105,999												
104,000 - 104,999												
103,000 - 103,999	1											
102,000 - 102,999												
101,000 - 101,999												
100,000 - 100,999												
99,000 - 99,999			1									
98,000 - 98,999												
97,000 - 97,999	1											
96,000 - 96,999												
95,000 - 95,999	2		1									
94,000 - 94,999												
93,000 - 93,999												
92,000 - 92,999												
91,000 - 91,999			1									
90,000 - 90,999	2											
89,000 - 89,999												
88,000 - 88,999	4											
87,000 - 87,999				1								
86,000 - 86,999			1									
85,000 - 85,999	3											
84,000 - 84,999	2		1	1								
83,000 - 83,999												
82,000 - 82,999	1		1									
81,000 - 81,999			1									
80,000 - 80,999												
79,000 - 79,999				1								
78,000 - 78,999	1		2		1							
77,000 - 77,999	2			1								
76,000 - 76,999	1		4									
75,000 - 75,999	2		2	2								
74,000 - 74,999	1		2									
73,000 - 73,999	1		3	1								
72,000 - 72,999												
71,000 - 71,999			1	2								

TABLE I-27: Salaries on January 1, 1990 or 594 Fulltime Faculty in 56 ALA Schools (cont'd)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
70,000 - 70,999	1			1								
69,000 - 69,999	2			2								
68,000 - 68,999	1		2									
67,000 - 67,999					2							
66,000 - 66,999	3			4			1					
65.000 - 65,999	1			2								
64,000 - 64,999	2		1	2	1							
63,000 - 63,999	3		1	2	3							
62,000 - 62,999	1			5	2							
61,000 - 61,999	1			3	3							
60,000 - 60,999				3	1							
59,000 - 59,999				3	5							
58,000 - 58,999	2	1		3	2		1					
57,000 - 57,999	1		1	2	2	1						
56,000 - 56,999				8	1							
55,000 - 55,999	2		1	5	2	1						
54,000 - 54,999	1			2	3	1		1				
53,000 - 53,999				3		2						
52,000 - 52,999	1		2	6	2		1	1				
51,000 - 51,000				10	1	1	2					
50,000 - 50,999	2	1		7		2	1	1				
49,000 - 49,999				6	3	2	2	1				1
48,000 - 48,999						4	4		1			
47,000 - 47,999		1	2	6	1	2	1	1				
46,000 - 46,999		1		4	2	6	4	1				
45,000 - 45,999				3		5						
44,000 - 44,999				3		9	1	1				
43,000 - 43,999				2		4	1	1				1
42,000 - 42,999				2	2	6		7	1			
41,000 - 41,999				1	1	10	1	1				1
40,000 - 40,999				3		19		3				
39,000 - 39,999	1			2		10	1	3			2	
38,000 - 38,999					1	9	3	2			1	1
37,000 - 37,999				3	1	10	2	8	1		1	
36,000 - 36,999						7		16	1	1		
35,000 - 35,999						8		10				
34,000 - 34,999				1		5		11			1	
33,000 - 33,999				1		4		13				1
32,000 - 32,999						3		15		1		
31,000 - 31,999						2	1	3				
30,000 - 31,999								10		1		
29,000 - 29,999						1		7	1	1		

TABLE I-27: **Salaries on January 1, 1990 of 594 Fulltime Faculty in 56 ALA Schools (cont'd).**

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
28,000 - 28,999				2		1	1	10		3		
27,000 - 27,999							1	8				
26,000 - 26,999								8		1		
25,000 - 25,999								2				
24,000 - 24,999										1		
23,000 - 23,999						1		1				
21,000 - 22,999												
15,000 - 20,999								1				

Part Ia:

This is the eleventh year in which schools not accredited by the American Library Association (hereafter referred to as non-ALA schools) were asked to participate in this survey. (In past volumes of this report, the schools reported on in this section were referred to as ALISE associate-member schools). Questionnaires were mailed to the 15 non-ALA programs that held institutional membership in ALISE the fall of 1989. Responses were received from only 3 schools.

During the eleven years in which the non-ALA schools have been included in this study, there has been a steady decline in the number of schools responded to the request for faculty information. In 1979-80 there were 27. In the following year (1989-81), the number fell to 23, and in 1981-82, there was a further decline to 18. For the next two years, 15 responded. In 1986 only 13 of the schools responded. Last year the number dropped to 7. In 1987-88, there was an increase to 10 responses but this is probably not significant since 2 schools had lost accreditation and one has regained it since this data was collected. The 1988-89 response was 9 schools, and the 1989-90 response was 3 three schools.

It has been noted in previous editions to this part of the report that meaningful and comparable statistics are difficult to report for the non-ALA schools. This is due to the uneven and limited participation of many of the schools. The result of this uneven coverage is that comparisons over time are misleading because they include a changing set of institutions, and items such as salary improvement cannot reflect true improvement because of the changes in the schools included. However, the 1989-90 response was so limited that no information on non-ALA schools will be reported for this year.

Part II:

This is the eleventh year that the survey of library and information science faculty has included data provided in response to the general questionnaire distributed by the Association for Library and Information Science Education (ALISE). Data reported in Part II have been obtained from this questionnaire. Data reported in Part I of this report have been presented with the understanding that the writer would not link specific data with any single school. However, schools that respond to the ALISE questionnaire, leading to the information reported in Part II do so with the understanding that they will be identified with the information that they submit.

In past years, it is usual that fewer schools have responded to the ALISE general questionnaire than to the confidential faculty salary survey that is sent separately. This year more schools responded to the general questionnaire than to the salary survey. Clark Atlanta and Chicago did not respond. However, these schools are listed in the tables because they were eligible to respond but did not. Thus a total of 61 schools are identified among the ALA schools in tables in Part II.

The section which reports on non-ALA schools includes data from 5 responding schools. The ALA schools are identified in Table I-41, and the non-ALA schools are identified in Table I-42, so they will not be repeated here.

It is important to note that the data reported in Part II cover the year previous to the salary data reported in Part I. This means that frequently the data will not be in agreement for a given school for the two time periods. However, the data are taken from the forms as reported by the schools.

The non-ALA schools differ widely from one another in their nature and characteristics. For example, some are schools, others are departments, and yet others are programs that reside within departments. Thus, comparison and analysis leads to results that might not be meaningful. Also, the population of the non-ALA schools that respond to the ALISE questionnaire changes from year to year. The number that responds for the time period covered by this report was disappointingly small. For this reason, generalizations about the non-ALA schools, comparing responses from one year to another have been avoided because the comparisons are not meaningful.

The analysis that follows reports the responses to the questions as asked on the ALISE general questionnaire. In those instances where data were not reported by a schools, the notation "not reported" is indicated. However, unless the school specifically stated on its questionnaire that there are no data to report, the absence of data is of course ambiguous. It could mean that there are no data to report for the question or it could mean that the school did not respond to the question.

Academic Calendar and Full-time Faculty

The first question in the faculty section of the ALISE questionnaire asked schools to indicate the type of calendar in use (i.e., semester, quarter, trimester, etc.). These responses are reported in Tables I-41 and I-42. Because of the differences in calendars, only fall term faculty data have comparative value, since this is the only term that all schools have in common regardless of type of calendar. An example will illustrate this. Some schools call it the spring term or semester; others call it winter term. Also, it appears that some schools which have two summer sessions have labeled one as spring and the other as summer.

The answers to the second question have also been included in Tables I-41 and I-42. The second question asked the schools to indicate the number of full-time faculty for the previous academic year. The full-time faculty data reported here are for the academic year prior to that reported in Part I. In the following table, 59 schools reported a total of 578 faculty members for the fall 1988 semester for an average of 9.8 per school. The total reported for 1987-88 was 590 for an average of 10 per school.

TABLE I-41:
Full-Time Faculty in 59 ALA Schools, 1988-89

School	Academic Calendar	Fall	Winter	Spring	Summer
Alabama	Semester	11		11	5
Albany	Semester	11		11	5
Alberta	Term	9	9	9	9
Arizona	Semester	8		9	
Brigham Young	Trimester	7	7	4	3
British Columbia	Semester	11	11	11	11
Buffalo	Semester	9		9	4
Cal-Berkeley	Semester	14		13	
Cal-L.A.	Quarter	12	12	11	
Catholic	Semester	7		7	4
Chicago	NO RESPONSE				
Clarion	Semester	6		6	4
Clark Atlanta	NO RESPONSE				
Columbia	Semester	12		12	
Dalhousie	Semester	6	6		
Drexel	Quarter	15	16	16	9
Emporia	Semester	8		9	9
Florida St.	Semester	12		13	10
Hawaii	Semester	7		7	4
Illinois	Semester	13		13	5
Indiana	Semester	16		16	9
Iowa	Semester	7		6	4
Kent State	Semester	9		9	7
Kentucky	Semester	10		10	10
Long Island	Semester	9		9	5
Louisiana St.	Semester	9		9	6
Maryland	Semester	15		15	7
McGill	Semester	7	7		
Michigan	Trimester	12	13	8	7
Missouri	Semester	9	9		
Montreal	Semester	9	10		
NC Chapel Hill	Semester	14		14	2
NC Central	Semester	9			
NC Greensboro	Semester	5		5	4
North Texas	Semester	11		11	9
Northern IL	Semester	6		6	5
Oklahoma	Semester	6		7	5
Pittsburgh	Semester	16	15	10	
Pratt	Semester	7		7	2
Puerto Rico	Semester	7		7	2

TABLE I-41 (cont'd.): Full-Time Faculty in 59 ALA Schools, 1988-89

School	Academic Calendar	Fall	Winter	Spring	Summer
Queens	Semester	7		6	2
Rhode Island	Semester	8		8	4
Rosary	Semester	7		8	2
Rutgers	Semester	14		11	6
St. John's	Semester	7		7	1
San Jose	Semester	8			
Simmons	Semester	13		14	11
S. Carolina	Semester	11		11	10
S. Florida	Semester	7		6	
Southern Conn.	Semester	7		7	6
Southern Miss.	Semester	8		8	6
Syracuse	Semester	14		14	3.75
Tennessee	Semester	8		8	7
Texas	Semester	13		13	10
Texas Woman's	Semester	9		9	9
Toronto	Semester	15		15	15
Washington	Quarter	8	10	10	3
Wayne State	Semester	7	7	8	4
Western Ontario	Trimester	17	17	17	
Wisc. Madison	Semester	12		11	5
Wisc. Milwaukee	Semester	6		6	14

TABLE I-42: Full-Time Faculty in 5 Non-ALA Schools, 1988-89

School	Academic Calendar	Fall	Winter	Spring	Summer
Chicago State	Semester	2.5		2.5	2.5
East Carolina	Semester	8	8		4
Kutztown	Semester	3	3		4
Sam Houston	Semester	6		6	6
Shippensburg	Semester	2		2	

TABLE I-43: Part-Time Faculty in 59 ALA Schools, 1988-89

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Alabama	2	.4			4	.8	10	5
Albany	2	.6			4	.8	6	5.5
Alberta	2	.67	3	1			1	.33
Arizona								
Brigham Young	2	1			2	1	1	.5
British Columbia	5	1.25	6	1.5	2	.5	2	.5

TABLE I-43 (cont'd.):
Part-Time Faculty in 59 ALA Schools, 1988-89

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Buffalo	5	1.25			5	1.25	4	2
Cal-Berkeley	22	3.07			24	3.04	5	.42
Cal-L.A.	16	2.34	14	2.06	18	2.9	4	.34
Catholic	14	2.8			18	3.6	21	10.5
Chicago	NO RESPONSE							
Clarion	4	1			2	.5	6	1.5
Clark Atlanta	NO RESPONSE							
Columbia	7	1.6						
Dalhousie	2	.3	4	.7				
Drexel	13	3.83	16	4.33	14	4.08	16	4.17
Emporia	7	1.9			2	.5	7	2.5
Florida St.	1	1			2	1.5	2	1.49
Hawaii	7	1			7	2	4	4
Illinois	5	4			3	3	7	8
Indiana	17	3.4			16	3.2	6	1.2
Iowa	2	1.25			4	2.25	5	2.75
Kent St.	10	2.2			16	3.2	25	3.7
Kentucky	5	2.5			8	4	7	4
Long Island	14	4.75			13	3.5	16	4.5
Louisiana St.	2	.66			1	.33	2	.66
Maryland	7				11		3	
McGill	5	2.5	8	4	2	1		
Michigan	10	2.5	4	1.25	5	2.5	8	4
Missouri	4	.7	6	1			3	1
Montreal	4	1		5	1			
NC Chapel Hill	8	2.25			6	1.5	5	2.5
NC Central	2	.5			2	.5	1	.5
NC Greensboro	3	1			6	2	6	2
North Texas	6	1.5			8	2	6	1.5
Northern Ill.	1	.33			2	.45	2	.66
Oklahoma	5	1.20			3	.8	5	1.4
Pittsburgh	16	16.5	7		15	15.5	10	12
Pratt	3	1			2	.6	3	1
Puerto Rico	4	1					2	.5
Queens	4	1.5			8	2.66	2	.66
Rhode Island	5	.67			4	1.33	2	.66
Rosary	6	2			6	2	5	2.5
Rutgers	17	5.3			21	7.16	9	3.3
St. John's	4	.66			2	.33	2	.33
San Jose	8	9.5					2	3.5
Simmons	3	3			4	4.33	2	2
S. Carolina	3	.6			7	1.4	4	.67
S. Florida	6	1.5			8			
Southern Conn.	6	2			9	3	3	1
Southern Miss.	3	1			3	1	3	1
Syracuse	14	3.5			14	3.5	15	3.75
Tennessee							4	2.67
Texas	8	4			6	3	6	3

TABLE I-43 (cont'd.): Part-Time Faculty in 59 ALA Schools, 1988-89

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Texas Woman's	4	2			10	3.3	7	2.33
Toronto	10	2.5			8	2	2	.5
Washington	3	1	3	1	3	1	5	2.5
Wayne State	9	3	11	4.33	3	1	7	2.67
Western Ontario	5	1.6	8	2.6	11	3.6		
Wis.-Madison	3	1.05			4	1.4	5	2.5
Wis.-Milwaukee	4	1.1			6	1.78	14	4

Formula for Computing FTE

Alabama	"5 classes per academic year = 1 FTE; 2 classes per summer term = 1 FTE"
Albany	"FTE for part-time faculty, fall and spring sessions, is .2 per 3 credit course. One FTE for summer is earned by two 3-credit courses; one 3-credit course is .5 FTE."
Alberta	"3 courses per term = 1.0 FTE; 2 courses per term = .67 FTE; 1 course per term = .33 FTE."
Arizona	"Based on percent of days worked during year per contract period."
Brigham Young	"2 courses/semester or term = 1 FTE."
British Columbia	"1 FTE = 4 courses per year
Buffalo	"A part-time faculty member teaching one course is equivalent to .25 FTE except during the summer session when it is .50 FTE.
Cal.-Berkeley	"Six 3-unit courses = 1.00 FTE."
Cal-L.A.	"Professorial = (2 courses/quarter) x 3 = 6 .17 FTE.Lecturer = (3 courses/quarter) x 3 = 9 .11 FTE."
Catholic	"1 course in academic year = 20% FTE. 1 course in summer = 50% FTE."
Chicago	No response
Clarion	"One course = .25."

Formula for Computing FTE (cont'd.)

Clark Atlanta	No response
Columbia	
Dalhousie	"Full teaching load is equivalent to 5 courses, therefore, 1 course = .20 FTE."
Drexel	"12 Credits = 1 FTE."
Emporia	"Credits taught 9 (for graduate) or 12 (undergraduate)"
Florida St.	"Approximately .08333 x contract hours"
Hawaii	"1 FTE = 5 courses per year."
Illinois	"One unit = 1.0 FTE."
Indiana	"1 course = .20% FTE."
Iowa	"1 course = .5 FTE."
Kent St.	"15 semester hours = 1 FTE."
Kentucky	"1 FTE = 2 courses (6 hours) per term."
Long Island	"4 courses = 1 FTE."
Louisiana State	"3 courses = 1 FTE."
Maryland	"Fall and Spring Semesters--Teaching 1 course = .2 FTE; Summer Session--Teaching 1 course = .50 FTE."
McGill	"Number of courses taught/2 per semester."
Michigan	"One course = .25 FTE in a term; .50 in half term. (Spring or Summer)"
Missouri	"1 course = 10% FTE."
Montreal	"4 courses = 1 FTE."
NC Chapel Hill	"Fall and spring: one course = .25 FTE. Summer: one course = .5 FTE."
NC Central	"1 FTE = 9 sh; .75 = 6 sh; .33 = 3 sh. Summer: total credit hours generated divided by 9."

Formula for Computing FTE (cont'd.)

NC Greensboro	"One course represents .33 FTE."
North Texas	"1 course = .25."
Northern Illinois	"3 hour courses = 1 FTE."
Oklahoma	"FTE = 15 credit hours per year, whether on a 3/2 or 2/3 courses per semester schedule."
Pittsburgh	"1 part-time faculty = .25 FTE."
Pratt	"3 courses is full load; 1 course is .3 FTE."
Puerto Rico	"FTE = 12 cr. hrs."
Queens	"Three courses = 1 FTE Faculty Member."
Rhode Island	"Normal teaching load is 3 courses per semester..."
Rosary	"For fall and spring, three courses; for summer, two courses."
Rutgers	"12 credits/semester = 1 FTE."
St. John's	"1 course = 16.16% FTE or one FTE = 6 courses per year."
San Jose	"1 course = 20% FTE."
Simmons	"Three courses taught = one FTE faculty."
South Carolina	"1 course (3 hours) = .20 FTE."
S. Florida	"12 hours teaching = 1.0 FTE."
Southern Conn.	"Full time equals 3 (3 credit) courses."
Southern Miss.	"Nine credit hours equal one full time equivalent."
Syracuse	"1 FTE = 4 courses per academic year."
Tennessee	"1 FTE = 3 courses per year."
Texas	"9 undergraduate credit hours = full time; 6 graduate credit hours = full time."

Formula for Computing FTE (cont'd.)

Texas Woman's	"A full workload is considered to be 3 courses which equals one FTE. "One course equals .33 FTE."
Toronto	"For each half-course taught, .25 FTE is calculated."
Washington	"Academic year: 1 course = 33% FTE. Summer Quarter: 1 course = 50% FTE."
Wayne State	"1 course = .333; 3 courses = 1 FTE."
Western Ontario	"Number of part-time faculty divided by three, which is course load for one full-time faculty member."
Wisc.-Madison	"One course equals as .35 FTE for each semester and .50 for summer session.
Wisc.-Milwaukee	"1 FTE = 3 courses per semester."

TABLE I-44:
Part-Time Faculty in 5 Non-ALA Schools, 1988-89

	Fall		Winter		Spring		Summer	
School	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Chicago State	2.5	1			2.5	1	2.5	1
East Carolina	NOT REPORTED							
Kutztown	0		0		0		0	
Sam Houston					1	.33	1	.33
Shippensburg	2	.66			1	.33	3	1

Formula for Computing FTE

Chicago State	Not Reported
East Carolina	Not Reported
Kutztown	NA
Sam Houston	"9 semester hours = FTE."
Shippensburg	FTE = 9 semester hours

Salary Improvement

The fourth question on the faculty section of the ALISE questionnaire asked for the average percentage of salary improvement for full-time faculty in 1988-89. This was followed by the fifth question, which asked the basis on which improvements in faculty salaries were made. The responses to these questions have been tabulated in Tables I-45 and I-46 respectively.

Among the ALA schools which provided data on the percentage of salary improvement, the improvement ranged from a low of 1.25 to a high of 10.75 percent. No school reported zero increase; 3 schools reported salary increase less than 3 percent. Slightly less than half (49 percent) of the reporting schools report salary increases in the 5 to 7 percent range. There are 4 schools that had 10 percent or more increase. All five of the responding non-ALA schools reported an increase; the range was from 5 to 7.5 percent.

TABLE I-45:
Average Percentage of and Basis for Salary Improvement for Full-Time Faculty in ALA Schools in 1988-89

School	Percentage of Improvement	Basis for Improvement
Alabama	7	Merit
Albany	5.2	Union contract, merit, award for outstanding service
Alberta	5.2	Merit, cost of living
Arizona	1.25	Merit, across the board, to achieve equity
Brigham Young	NOT REPORTED	Merit, cost of living
British Columbia	10.2	Merit, seniority, across the board, to achieve equity
Buffalo	6	Union contract, merit, across the board, to achieve equity, promotion
Cal-Berkeley	5	Merit, across the board
Cal-L.A.	NOT REPORTED	Merit, cost of living
Catholic	7	Merit, across the board, to achieve equity
Chicago	NO RESPONSE	
Clarion	10	Union contract
Columbia	5	Merit, to achieve equity
Dalhousie	3.6	Union contract, cost-of-living, to achieve equity
Drexel	6	Merit, cost-of-living
Emory	6	Merit, cost-of-living
Emporia	7.3	Merit
Florida St.	6	Merit, across the board, discretionary cost
Hawaii	6	Union contract, cost-of-living
Illinois	NOT REPORTED	Merit, across the board, to achieve equity
Indiana	6	Merit, cost-of-living
Iowa	8.97	Merit
Kent State	7.4	Union contract, merit
Kentucky	2	Merit
Long Island	6	Union contract

TABLE I-45 (cont'd.):
Average Percentage of and Basis for Salary Improvement for Full-Time Faculty in ALA Schools in 1988-89

School	Percentage of Improvement	Basis for Improvement
Louisiana	6.4	Merit, across the board
Maryland	7.8	Merit
McGill	10.9	Merit, cost of living
McGill	10.9	Merit, cost-of-living, to achieve equity
Michigan	5.73	Merit
Missouri	3.5	Merit
Montreal	NOT REPORTED	Union contract, seniority
NC Chapel Hill	6	Merit, to achieve equity
NC Central	4.75	Merit, across the board, to achieve equity
NC Greensboro	4	Merit, across the board, to achieve equity
North Texas	7.3	Merit, across the board, to achieve equity
Northern Ill.	8.48	Merit, across the board, catch-up
Oklahoma	4.75	Merit
Pittsburgh	6	Merit, to achieve equity
Pratt	4	Union contract
Puerto Rico	NOT REPORTED	
Queens	5.5	Union contract
Rhode Island	7.5	Union contract, merit, across the board, to achieve equity
Rosary	8	Across the board, to achieve equity
Rutgers	6.5	Union contract, merit, to achieve equity
St. John's	7	Merit
San Jose	5.5	Across the board
Simmons	5.24	Merit, cost of living, to achieve equity
S. Carolina	10.75	Merit, across the board, to achieve equity
S. Florida	4.9	Merit, across the board, to achieve equity
Southern Conn.	6-11	Union contract
Southern Miss.	NOT REPORTED	
Syracuse	8	Merit, to achieve equity, promotion and/or tenure
Tennessee	4	Merit, across the board
Texas	7.2	Merit
Texas Woman's	5	Merit
Toronto	8	Merit, across the board, seniority
Washington	3	Merit, across the board

Wayne State	8.3	Union contract, merit, across the board
Western Ontario	6	Merit, across the board
Wisc.-Madison	9	Merit
Wisc.-Milwaukee	2.23	Merit, to achieve equity

TABLE I-46:
Average Percentage of and Basis for Salary Improvement for Full-Time Faculty in 5 non-ALA Schools in 1988-89

School	Percentage of Improvement	Basis for Improvement
Chicago State	7.5	Union contract, merit, across the board, cost-of-living, seniority
East Carolina	5	Merit, across the board
Kutztown	5	Union contract
Sam Houston	6	Merit, across the board
Shippensburg	5	Union contract, across the board

Faculty Replacements

The reports of previous years note that it is common to replace senior faculty members who retire, resign, or die, with individuals at lower ranks than had been held by those being replaced. This practice has been followed for many years, but as funding becomes more limited, there is a stronger motivation for its continuation. Question 6 on the questionnaire was designed to provide specific data to demonstrate whether or not this has happened. Table I-47 reports the results of question 6 which asked how many full-time faculty replacements (resulting from resignations, retirements, etc.) were made during 1988-89. Schools were also asked to indicate the rank of the individual(s) who was/were replaced and the rank of the replacement(s). In 1988-89, ten replacements were made at a lower rank; eighteen at the same rank; and four at higher ranks.

TABLE I-47:
Faculty Replacement Appointments Made Among ALA Schools in 1988-89

Alabama	One instructor replaced by one instructor and one associate replaced by one associate
Albany	One associate replaced by one assistant
Cal.-Berkeley	Two assistants replaced by two assistants
Dalhousie	One assistant replaced by one assistant

TABLE I-47 (cont'd.): Faculty Replacement Appointments Made Among ALA Schools in 1988-89

Drexel	Two assistants replaced by two assistants
Emporia	One associate replaced by one associate
Kent	Two assistants replaced by one assistant and one associate
Kentucky	One associate replaced by one assistant
Long Island	Two professors replaced by two associates, one instructor replaced by one associate
Louisiana State	One instructor replaced by one associate
Maryland	One assistant replaced by one assistant and one professor replaced by one professor
Michigan	One assistant replaced by one assistant
N.C.-Greensboro	One associate replaced by one assistant
Pittsburgh	One assistant replaced by one professor
Puerto Rico	One professor replaced by one professor and one professor replaced by one assistant
Rutgers	Three assistants replaced by three assistants
St. John's	One associate replaced by one associate
S. Carolina	One assistant replaced by one assistant
S. Florida	One professor replaced by one assistant
Syracuse	One assistant replaced by one assistant
Western Ontario	Two associates replaced by two assistants
Wisc.-Milwaukee	One assistant replaced by one assistant

NO non-ALA schools reported faculty replacements during 1988-89.

Unfilled Faculty Positions

The seventh question on the ALISE questionnaire asked schools to indicate if there were unfilled, full-time faculty positions, for which funding was available, during 1988-89. Schools were also asked to indicate the rank and the reason the position was not filled. The intent of this question is to identify the total number of full-time unfilled faculty positions in the schools. If funds were used on a temporary basis for other purposes such as employment of part-time persons, but with the budget line remaining open, this was interpreted to be an unfilled faculty position.

In Table I-47a, 35 unfilled full-time faculty positions are reported for 29 ALA schools for 1988-89. The explanations for these vacancies have been given from the data reported by the schools to indicate the reasons the positions are vacant. Last year's report indicated that there were 39 vacancies despite the availability of funding for the positions. The previous year there were 42 vacancies. Data suggest a leveling of the number of vacancies possibly ending the 3-year trend toward annual increases in the number of unfilled positions. The explanations indicate that most of the unfilled openings are, as in the past, at the rank of assistant professor. However, a wider distribution of vacancies among the ranks was reported: assistant (20), associate (6), professor (4), and undesignated (5). Also, as in the past, the reasons vary so much from school to school that it is difficult to generalize with any degree of confidence. Some indicate a lack of suitable candidates, but others clearly reflect local conditions not related to the number of available candidates.

TABLE I-47a:
Unfilled, Funded, Full-Time
Faculty Positions Among ALA Schools in 1988-89

School	Number	Reasons Position Was Not Filled
Alabama	1	No rank designated. Funds used for part-time faculty
Albany	1	Assistant professor. Lack of eligible candidates
Cal-Berkeley	1	Professor.
Cal-L.A.	2	Assistant professors. No suitable match
Iowa	1	Assistant professor. Search in progress
Kent	1	Assistant professor. Death of incumbent too late in year to recruit
Kentucky	1	Associate professor. Unsuccessful search
Maryland	1	Professor.

TABLE I-47a (cont'd.)Unfilled, Funded, Full-Time Faculty Positions Among ALA Schools in 1988-89

School	Number	Reasons Position Was Not Filled
McGill	1	Associate/Professor. Candidate being recruited
Michigan	1	Assistant professor. Search completed
N.C.-Chapel Hill	2	Search was in process
N.C. -Central	1	Assistant professor. Held open to fund part-time faculty.
N.C.-Greensboro	1	Assistant professor. Search pending arrival of new Dean
North. Ill.	1	Assistant. Frozen position
Pittsburgh	3	Assistant profs. No replacements available
Queens	1	Assistant professor. University hiring freeze
Rutgers	1	Professor. Late resignation results in later starting date
St. John's	1	Associate. Replacement not approved in time for search
San Jose	1	School media position. Unable to find suitable candidate
Simmons	1	Assistant. No suitable candidate
South Carolina	2	One assistant and one associate professor.
South Florida	1	Associate professor. Authorization to conduct search too late
Southern Miss.	1	Position filled for 89-90
Syracuse	1	Assistant professor. Candidate declined offer
Texas	1	Professor. Used funds for PT faculty
Texas Woman's	1	Associate professor.

Toronto	1	Assistant professor. No suitable candidate found
Western Ontario	1	Assistant or associate. Funding not sufficient for top-ranked candidate; others not suited
Wisc.-Milwaukee	2	Assistant professors. No qualified candidates

Two non-ALA schools reported unfilled, funded positions in 1988-89 as follows:

Chicago State	1	Faculty member is Acting Dean
Sam Houston	1	Assistant professor. Unsuccessful search

Positions Lost

Question 7 on the questionnaire seeks to identify full-time faculty positions that were temporarily unfilled in 1988-89, but for which funding has been available. However, question 8 asked the schools to indicate whether faculty positions had actually been lost in 1988-89. This includes those instances where replacements could not be appointed either because faculty positions assigned to the school by the parent institution had been reduced in number or because limitations of the school's budget simply required that the number of full-time faculty be reduced. Three schools reported a loss of 2.4 FTE positions. This is lower than last year (3) and the previous one (4). This represents a sharp drop from the 17 schools that reported a loss of 21 faculty positions in 1982-83. It is also down from 1983-84 when 8 schools reported a loss of 7.5 positions. Thus the trend apparent in previous years has slowed dramatically. of the 5 non-ALA schools responding, only Shippensburg reported the loss of faculty positions (one associate professor).

TABLE I-47b:
Full-Time Faculty Positions Lost in 1988-89 Among ALA Schools

School	Positions Lost
Catholic	One associate professor
Rutgers	One professor (.4 of full-time line)
Tennessee	One professor

New Faculty Positions

Question 9 on the ALISE questionnaire asked schools whether additional (new) faculty positions, with new funding, had been created in the schools in 1988-89. As shown in Table I-47c, 10 schools reported a total of 13 new positions, 10.6 more than were lost by the 3 schools noted in the previous table. Last year 10 schools reported 14.5 new positions and the previous year 10 schools reported 11.25 new positions. Thus, 1988-89 new positions is similar in number to the previous few years. No new positions were reported among non-ALA schools.

TABLE I-47c: New Full-Time Faculty Positions Created and Funded in 1988-89 Among 10 ALA Schools

School	New Positions Created
Alabama	One instructor
Albany	One assistant/associate professor
Columbia	One assistant professor
Drexel	One associate professor
Louisiana State	One assistant professor
North Texas	One associate professor
Oklahoma	One assistant professor
Pittsburgh	Two assistants, one associate professor, one lecturer
Syracuse	Two assistant professors
Texas Woman's	One assistant professor

FRINGE BENEFITS

This is the eleventh year in which schools have been asked to report the value of their institution's fringe benefits for faculty in terms of salary percentage, i.e., the worth of the contributions of the institution to benefits such as retirement, health insurance, etc., beyond the actual salaries paid to faculty. This percentage is often required in making grant proposals that will include faculty salaries, and it is often taken into account by applicants for faculty appointments as they compute the total compensation that an offer includes. It continues to be apparent that some of the wide disparity in these percentages, as reported by the deans and directors results from differing methods of computing this percentage.

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALA Schools, 1984-85 to 1988-89

School	1984-85	1985-86	1986-87	1987-88	1988-89
Alabama	32.	28.	28.	28.	28.5
Albany	32.02	32.80	29.62	25.91	26.16
Alberta	3.8	14.4	15.7	17.3	16.6
Arizona	18.3	17	17.4	16	18.3
Brigham Young	24	24	25	26	26
British Columbia	13	13	13	13	13
Buffalo	25	31.2	32	31	31
Cal.-Berkeley	30	30	29	30	21
Cal.-L.A.	N.R.	29	27	26	27
Catholic	N.R.	N.R.	14	20	20
Chicago	19.9	N.R.	22	22.5	N.R.
Clarion	34	N.R.	28	26	28

TABLE I-48 (cont'd.): Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALA Schools, 1984-85 to 1988-89

School	1984-85	1985-86	1986-87	1987-88	1988-89
Clark Atlanta	15.2	15.4	13.2	13.2	N.R.
Columbia	27	27	N.R.	27	27
Dalhousie	10	10	10	10	10
Drexel	N.R.	18	21	21	21
Emporia	14.36+ $85 health	15.3+$8,316 health	16.45+ $8,064	17.07+ $1,097	18.15+ $1,621
Florida	N.R.	20	89.59	96.19	22.19
Hawaii	30	N.R.	N.R.	22	0
Illinois	12.55	13.6	13.06	13.06	13.06
Indiana	26.6	26.6	29.7	29.7	34
Iowa	22	23	23	24.5-25.5	24.5-25.5
Kent State	22	22	22	23	23
Kentucky	16	16	15	15	15
Long Island	17	24	16	24.6	28.9
Louisiana St.	18.5	20.5	20.5	20.5	21.5
Maryland	25 + hosp	28 + hosp	30 + hosp	45	32 + hosp
McGill	N.R.	19	18.5	18.5	18.5
Michigan	22	22	22	22	22
Missouri	25	25	25	25	25
Montreal	14	14	14	14	14
NC-Chapel Hill	18.1	19	19.6	19.6	19.6
NC-Central	25	25	N.R.	25	25
NC-Greensboro	18	22	22	22	35
Northern Ill.	14	14	14	14	N.R.
North Texas	23	23	23	20 + $1,380	20 + $1,380
Oklahoma	22	22	22	22	24
Pittsburgh	28	28	26	27	28
Pratt	25.5 F/T 15 P/T	25.5 F/T 15 P/T	29	29	29
Puerto Rico					8
Queens	25	25	25	25	25
Rhode Island				22	27
Rosary	N.R.	15	21	21	21
Rutgers	N.R.	25	25	25	25
St. John's	25	25	25	25	28
San Jose	N.R.	19	N.R.	28	N.R.
Simmons	21	21.6	22	22	23.7
S. Carolina	19	19	15.61 + health	15.61	23
S. Florida	19	20	20	20	20
Southern Conn.	39	37.18	41.04	46.42	46.42
Southern Miss.	N.R.	18	27	27	27
Syracuse	22.4	26.5	26.5	29.6	27
Tennessee	20	30	30	N.R.	33
Texas	25	25	25	25	25
Texas Woman's	21	21	21	21	21
Toronto	14	14	14	14	14

TABLE I-48 (cont'd.): Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALA Schools, 1984-85 to 1988-89

School	1984-85	1985-86	1986-87	1987-88	1988-89
Washington	17.95	20	20	20	21
Wayne State				21.5	24
Western Ontario	15.9	16.8	17.1	17.1	17.3
Wisc.-Madison	22.8	22.8	22.8	23	24
Wisc.-Milwaukee	21	21	26	24.4	24.4

Four of the non-ALA schools responded to this question about the value of fringe benefits in their institutions. The responses were as follows: Chicago State, not reported; East Carolina, 18.7 +$1120; Kutztown, 34 percent; Sam Houston, 26 percent; and Shippensburg, 34 percent.

PROFESSIONAL TRAVEL

Questions 11 and 12 of the ALISE questionnaire pertained to funding for professional travel. Question 11 asked for the number of faculty, including the dean or director, who received travel funds in 1988-89. Question 12 asked for the total amount of funding for professional travel used by the school's faculty in 1988-89, exclusive of travel to teach in extension, workshops, etc. It was noted in this question that dollars spent by the institution on professional travel should be included regardless of whether or not they were actually included in the school's budget.

It is apparent from Table I-49 that the amount of funding for faculty travel continues to vary greatly among schools. The differences have been noted since the survey began, and in most instances, the relationship of travel budgets of individual schools to each other have changed very little. For 1988-89, the range among ALA schools was from a low of $1,093 to a high of $83,439. For individual faculty members, the average varied from a reported low of $225 to a high of $2,300. For the same period a total of 496 faculty members were reported as having received travel funds. They shared a total of $532,282 in travel money, amounting to an average of $1,073 per person. The average per school for the 59 reporting amounts for individuals was $9,022 in 1988-89, as compared with $8,256 per school in 1987-88. It is difficult to know if these figures are meaningful since schools are not consistent as to whether or not data on such expenditures as recruitment, accreditation visits or visiting faculty have been excluded. The questionnaire asks that these data not be included when reporting travel for faculty, but it is likely that expenditures for purposes may be reported along with faculty travel.

TABLE I-49:
Support for Faculty Travel in 1988-89 for ALA Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Alabama	11	$ 800	$ 11,581
Albany	7	495	3,468
Alberta	9	1,058	9,530
Arizona	9		5,625
Brigham Young	6	1,633	9,800
British Columbia	7	2,221	15,551
Buffalo	6	367	2,204
Cal-Berkeley	6	844	10,126
Cal-L.A.	10	865	8,649
Catholic	6	1,000	15,692
Chicago	NO RESPONSE		
Clarion	7	1,167	8,171
Columbia	13	N.R.	N.R.
Dalhousie	4	900	4,425
Drexel	13	788	9,467
Emporia	9	N.R.	3,650
Florida St.	6	664	8,920
Hawaii	3	2,300	6,000
Illinois	11	325	4,220
Indiana	16	400	6,400
Iowa	6	270	1,623
Kent State	10	840	8,404
Kentucky	9	946	8,511
Long Island	3	225	1,093
Louisiana St.	9	838	7,544
Maryland	8	991	7,928
McGill	6	1,956	11,735
Michigan	14	1,482	20,748
Missouri	9	845	7,604
Montreal	5	N.R.	N.R.
NC-Chapel Hill	14	1,332	18,642
NC-Central	8	625	5,000
NC-Greensboro	2	718	1,436
Northern Ill.	6	500	4,000
North Texas	10	990	9,903
Oklahoma	7	886	6,206
Pittsburgh	28	1,901	83,439
Pratt	3	2,007	6,022
Puerto Rico	5	N.R.	5,726
Queens	4	625	2,500
Rhode Island	8	840	6,724
Rosary	8	712	5,700
Rutgers	7	785	5,500
St. John's	7	358	3,700
San Jose	5	700	6,537
Simmons	14	700	16,359

TABLE I-49 (cont'd.): Support for Faculty Travel in 1988-89 for ALA Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
S. Carolina	12	2,041	24,493
S. Florida	3	667	2,000
Southern Conn.	5	540	2,700
Southern Miss.	7	2,495	17,469
Syracuse	14	1,858	26,400
Tennessee	5	1,531	7,654
Texas	13	1,572	20,438
Texas Woman's	8	440	3,520
Toronto	13	250	6,375
Washington	6	1,840	11,039
Wayne State	7	1,000	17,618
Western Ontario	20	507	10,152
Wisc.-Madison	11	677	7,441
Wisc.-Milwaukee	3	N.R.	N.R.

TABLE I-50: Support for Faculty Travel in 1988-89 for Non-ALA Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Chicago State	0		
East Carolina	7	$ 342	$ 2,392
Kutztown	3	350	1,050
Sam Houston	6	241	1,450
Shippensburg	0		

SABBATICAL LEAVE

The 13th question on the faculty section of the ALISE questionnaire pertained to sabbatical leaves for faculty during 1988-89. A total of 25 schools granted funds for sabbatical or study leaves during 1988-89, compared to 30 in 1987-88. One of the non-ALA schools reported sabbaticals having been awarded to one faculty member.

TABLE I-51: ALA Schools Where Faculty Received Sabbatical or Study Leaves During 1988-89

School Received	Number of Faculty	Length of Leave	Percentage of Salary
Albany	1	One semester	100%
Alberta	2	Twelve months	80%
		Twelve months	0
Buffalo	2	One semester	100%
Cal.-Berkeley	4	One year	100%
		One year	67%
		One semester	0
Cal.-L.A.	1	One quarter	100%
Catholic	1	One year	0
Columbia	1	Two semesters	50%
Florida State	1	One semester	100%
Kent	1	Two semesters	50%
Maryland	2	Two semesters	0
		One semester	100%
McGill	1	Twelve months	100%
Michigan	2	Six months	100%
N.C.-Chapel Hill	1	One semester	100%
Pittsburgh	1	One term	100%
Puerto Rico	1	N.R.	N.R.
Queens	1	One year	50%
Rosary	1	One semester	100%
Rutgers	2	One semester	80%
St. John's	1	One semester	100%
Simmons	1	One year	50%
S. Florida	1	Two semesters	50%
S. Mississippi	1	One semester	100%
Toronto	3	Eight months	80%
		Four months	80%
		Twelve months	90%
Washington	1	One quarter	0
Western Ontario	1	One year	82.5%

SUPPORT STAFF

The final question in the faculty section of the ALISE questionnaire pertains to the support staff available for the schools. The question was designed to separate part-time student employees of the school from regular, non-student support staff. Under each of these categories, the same group of subdivisions was given: (a) Administrative support; (b) Instructional support; (c) Research support; (d) Media services; (e) Library support; (f) Computer lab; (g) Other. The following definitions were provided for each subdivision:

By (a) Administrative support is meant secretarial and other assistance provided the dean, assistant dean, etc. in the administration of the school. By (b) Instructional support is meant clerical and other assistance provided faculty members in their course preparation and classroom teaching. By (c) Research assistance is meant secretarial and other support provided the faculty in their research activity. By (d) Media services is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) Librarian personnel is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. By (f) Computer lab is meant those persons who work in a computer laboratory operated by the school. Under Other may be identified any support staff beyond those listed above.

If a full-time person divides his/her time between two or more of the above categories, that individual appears in appropriate part-time categories.

Where obvious misinterpretations have been made by the schools, the liberty of making slight adjustments in the data supplied by them has been made. These have all involved moving fractions of staff time listed as full-time personnel where it seemed obvious that they were intended as FTE of part-time staff.

As shown in Table I-52, the total FTE of support staff (exclusive of students) as reported by the ALA schools, varied from a low of 1.0 to a high of 27.9. Because of the possible variations in the interpretation of the reporting of library staff and the varying types of support staff included under "other," meaningful comparison of the total FTE support staff among the schools is not possible. However, it is possible to compare data from some of the individual categories.

TABLE I-52: Support Staff Among ALA Schools, 1988-89

	Admin.		Instruc.		Research		Media		Libraries		Comp. Lab		Other		TOTAL
	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	
Alabama	1	.5	1.5	.3											3.5
Albany	1	.6													2.1
Alberta	2		1							.67		.8			4.47
Arizona	3											.5			3.5
Brigham Young	1		1												2.0
British Columbia	2														2.0
Buffalo		2	1												3.0
CA-Berkeley	3		2			.15			1	.5	2	.15			8.8
CA-L.A.	7	1.50	1						1		1		1	.5	13.0
Catholic	4	.5		.5					1			2			7.5
Chicago															
Clarion	1			6											7
Columbia	7			1				.5				.5	2	.6	11.6
Dalhousie	3			.2								.25			3.45
Drexel	5.5	.5	1	.5				.5	2	.5		.5			11
Emporia St.	2														2
Florida St.	3		1						2		.5				7.5
Hawaii	1	.5										.5			2
Illinois	2	2	1	.5		.5			3		1		4	.33	14.33
Indiana	3	.5	1						2						6.5
Iowa	1			.5											1.5
Kent State	1	1.75		1.50											4.25

TABLE I-52: Support Staff Among ALA Schools, 1988-89 (cont'd).

	Admin.		Instruc.		Research		Media		Libraries		Comp. Lab		Other		Total
	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	
Kentucky	2			.5		.5		.1		.3		.6			4.0
Long Island	2	.5	1				3		2		4				12.5
Louisiana St.	1	.8	1								1				3.8
Maryland	3		2					.5	1	.5	1	.5			8.5
McGill	3														3
Michigan	4	.25	2				1		2	.5		.2			9.95
Missouri	2	.5	1	.25										.5	4.25
Montreal	4	.5	1.75	.25											6.5
NC-Chap Hill	4			.5		.35		.25			1				6.25
NC-Central	1		1						3			.5			5.85
NC-Greensboro	1														1
N. Illinois			1			.66									1.66
North Texas	1	.5	.5												2
Oklahoma	1		1												2
Pittsburgh	9	1.8	6		2		2	.5	5	.5	4	.5		1.1	30.4
Pratt	1														1
Puerto Rico	4														4
Queens	1	.5													1.5
Rhode Island	2														2
Rosary	2	1		1		1									5
Rutgers	2		1			1.5		.75				.5			5.75
St. John's	2		.5		.5		1		2						6

TABLE I-52: Support Staff Among ALA Schools, 1988-89 (cont'd).

	Admin.		Instruc.		Research		Media		Libraries		Comp. Lab		Other		Total
	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	
San Jose	1		.5												1.5
Simmons	6		1		1				2		1				11
S. Carolina	3							.25				1	1		5.25
S. Florida	1														1
South. Conn.		.5		.5											1
South. Miss.	2														2
Syracuse	3.5		3.5		.75									.25	8
Tennessee	1		1												2
Texas	4							.5	1		1	1.5	1	1	10
Texas Woman's	1														1
Toronto	6	1	1	1				.7	8	.8	1	.3			19.8
Washington	1	1.25		1.7		.05									4
Wayne State	1	.83	1			.33		.2		.2					2.56
W. Ontario	3	2		.5		.75	1		5		3	.75	1		17
Wisc. Madison	4		1						2	.67					7.67
Wisc. Mil.	3	1	1	.33		.58									5.91

TABLE I-53: Support Staff Among Non-ALA Schools, 1988-89

	Admin.		Instruc.		Research		Media		Libraries		Comp Lab.		Other		Total
	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	FT	FTE/PT	
Chicago	1														1
E. Carolina	1	.25		.25											1.5
Kutztown		.5		.5		.5		.5		.5					2.5
Sam Houston	1														1
Shippensburg		.5													.5

TABLE I-54: Use of Students as Part-time Staff Among ALA Schools, 1988-89

	Admin. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Assist. FTE fo Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Comp. Lab Support FTE of Part-time	Other FTE of Part-time	Total
Alabama	.25	.25	.75	.5	2.5	1.0	1	6.25
Albany	1.0	3.25	.12	.62		.62	.75	6.36
Alberta			3.2			.2		3.4
Arizona	1.0	.5						1.5
Brigham Young		2.0	2.0					4.0
British Columbia					.12	.3		.42
Buffalo	.25		.25	.5		.5		1.5
Cal. Berkeley	.5	1.25	2.67		1.0	.74		6.16
Cal. Los Angeles		1.5	2.0		.5			4.0
Catholic					2.0			2.0
Chicago								
Clarion		5.0	6.0	2.0	5.0	4.0		22.0
Columbia	2.5			1.0		1.5		5.0
Dalhousie								
Drexel	1.5	4.0	1.0	1.5		1.5		9.5
Emporia State	1.0	2.0	2.75	.5		.5		4.75
Florida State	4.85		9.05	1.46	13.77	4.41	9.83	43.37
Hawaii	1.0	2.0				15.0		18.0
Illinois	.75		3.0		2.0	1.0		6.75
Indiana	.5	5.5			3.0	.5		8.5
Iowa		.75	.75	.12		.13		1.75

TABLE I-54: Use of Students as Part-time Staff Among ALA Schools, 1988-89 (cont'd.)

	Admin. Support FTE of Part-time	Insrtuc. Support FTE of Part-time	Research Assist. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Comp. Lab Support FTE of Part-time	Other FTE of Part-time	Total
Kent State	.75	1.5	1.75			1.0		5.0
Kentucky	.3	.3				.4		1.0
Long Island	2.0	3.6		3.0	2.0	3.0		13.6
Louisiana State	.5		5.25			3.0		9.75
Maryland	2.5	3.0	2.5	2.0	6.0	2.0		18.0
McGill		2.0						2.0
Michigan	.67	.33	2.3		1.5	.67		5.47
Missouri								
Montreal		1.5						1.5
NC-Chapel Hill	.5	1.25	2.75	.25	.75	2.5		8.0
NC-Central					.5			.5
NC-Greensboro		6.0	1.0					7.0
Northern Illinois		2.0						2.0
North Texas		1.0						1.0
Oklahoma		2.08				1.66	.66	2.9
Pittsburgh	1.0	25.5	3.5		4.0	3.0	4.0	41.0
Pratt	1.2	1.0				1.0	3.0	6.2
Puerto Rico	.16		.19			.25		.6
Queens	.25							.25
Rhode Isalnd	.5	.5	.5			.7		2.2
Rosary		1.0	1.0					2.0

TABLE I-54: Use of Students as Part-time Staff Among ALA Schools, 1988-89 (cont'd.)

	Admin. Support FTE of Part-time	Insrtuc. Support FTE of Part-time	Research Assist. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Comp. Lab Support FTE of Part-time	Other FTE of Part-time	Total
Rutgers	1.0	.5	1.5	.25		1.75		5.0
St. John's			2.625			1.0		3.625
San Jose		1.25	1.25			.75		2.5
Simmons	.5	1.0	3.0		2.0	1.0		7.5
S. Carolina	1.0	2.5	1.63			1.0		6.13
S. Florida	.5	.5	.5		.5			2.0
Southern Conn.	1.0	1.0	1.0	1.0		2.0		6.0
Southern Miss.	.5		4.0	.5		1.5	1.0	7.5
Syracuse	1.5	5.25	.5			.5	.5	8.25
Tennessee			1.5					1.5
Texas	.86			.86		.25		1.97
Texas Women's		1.0			3.0	.5	.5	5.0
Toronto		.2	.15		1.0	.3		1.56
Washington		.75	1.0			3.0		4.75
Wayne State	1.0	1.0				.5		2.5
Western Ontario	.05	1.0	1.25	.4	2.05	.75	.8	6.3
Wisc.-Madison	.3	.2	1.0	.75	2.6	.75	.2	5.8
Wisc.-Milwaukee	1.0	.33	.58					1.91

TABLE I-55: Use of Students as Part-time Staff Among Non-ALA Schools, 1988-89

	Admin. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Assist. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Comp. Lab Support FTE of Part-time	Other FTE of Part-time	Total
Chicago State	1.5							1.5
East Carolina	1.0	3.0	1.0					5.0
Kutztown		1.0		2.0				3.0
Sam Houston		3.0						3.0
Shippensburg		.5						.5

STUDENTS

by
C. D. Hurt

Two types of data are presented in this section. The first is a profile of students and recent graduates. The second is selected financial data. Data are organized into the following categories:

II-1	Enrollment by program and sex; off-campus enrollment.
II-2	Number of classes or sections of classes by the number of students enrolled.
II-3	Degrees and certificates awarded by sex and ethnic origin.
II-4	Enrollment by sex and ethnic origin.
II-5	Number of in-state and out-of-state students.
II-6	Number of foreign students enrolled by country of origin and program level.
II-7	Number of foreign students enrolled by country of origin and program level.
II-8	Number of students by age and sex.

Financial data are organized into the following categories:

II-11	Scholarships awarded to students by amount, sex, and program level.
II-12	Assistantships awarded to students by sex, amount, program level, and work required.
II-13	Tuition and fees required for complete programs by residency status and tuition per credit.

All useable data is included except in cases where a value of zero or "not applicable" could be usefully deleted to save space. In cases where such data added to the ability to interpret of a particular table, such values were included. An attempt was made to correct obvious errors. Sums were forced, regardless of the sum reported by the individual school unless a school reported only sums. Following the entire list of tables are notes supplied by schools. Notes were entered as schools wrote them, with corrections made only for spelling. Use of the tables without consulting the notes is ill-advised. Use of some data within tables should be employed with the warning that some schools report only totals without breakdowns into categories.

Due to an oversight, the category "other graduates" was inadvertently left out of this year's data collection. In some cases schools report these data in their notes.

Table II-1
Enrollment by Program and Sex

Tables denoted II-1 report data for students officially enrolled in the Fall term of 1989.

The Committee on Accreditation of the American Library Association requests these same figures in its Annual Report for Continuing Review. Additions to this data set are the totals for the actual number of full and part-time students. School were asked to report the number of students enrolled in degree programs using the parent insitution's method for computing the full-time equivalent. If a formula was not available, the suggested formula was to consider the student full-time if the course load would allow completion of the degree within the normal length of time. For example, if the normal time for completion is 12 courses in 4 quarters, a student carrying 3 courses during the quarter should be counted as 0.67 FTE [2 divided by 3 = 0.67]. Students carrying a course overload should be reported as 1.00 FTE.

The following program definitions were used throughout the report:

Masters:	only those students working toward a masters degree in library or information science on or off-campus.
Post-Masters:	only those students working toward a post-masters degree or certificate in library or information science on or off-campus.
Doctoral:	only those students working toward a doctoral degree in library or information science on or off-campus.
Undergraduate:	only those undergraduate students taking library or information science courses on or off-campus.

Table II-1-a
ALA Schools - Summary
Enrollment, Fall 1989 by Program and Sex to Determine FTE

Full-Time	MEN	WOMEN	TOTAL
Masters	1036	2764	3800
Post-Masters	9	13	22
Doctoral	96	139	235
Undergraduate	196	259	455
TOTAL	1337	3175	4512

Part-time	MEN		WOMEN		TOTAL	
	N	FTE	N	FTE	N	FTE
Masters	1445	677.41	4224	2928.94	5669	3606.35
Post-Masters	67	102.54	315	100.22	382	202.76
Doctoral	166	69.99	272	101.76	438	171.75
Undergraduate	408	93.93	1368	350.08	1776	444.01
TOTAL	2110	878.94	8564	3520.62	10674	4399.55

TOTAL	N	FTE
Masters	9469	7406.35
Post-Masters	404	224.76
Doctoral	673	406.75
Undergraduate	2231	899.01
TOTAL	15200	8925.55

Table II-1-b
Non-ALA Schools - Summary
Enrollment, Fall 1989 by Program and Sex to Determine FTE

Full-Time	MEN	WOMEN	TOTAL
Masters	6.75	37	43.75
Post-Masters	0	0	0
Doctoral	0	0	0
Undergraduate	185	296	481
TOTAL	191.75	333	524.75

Part-time	MEN		WOMEN		TOTAL	
	N	FTE	N	FTE	N	FTE
Masters	44	39.88	422	153.99	466	193.87
Post-Masters	1	0.33	7	2.32	8	2.65
Doctoral	0	00.00	0	00.00	0	00.00
Undergraduate	8	5.10	183	50.27	191	55.37
TOTAL	53	45.31	612	206.58	665	251.89

TOTAL	N	FTE
Masters	509.75	237.62
Post-Masters	8	2.65
Doctoral	0	00.00
Undergraduate	672	536.37
TOTAL	1189.75	776.64

Table II-1-c-(1)a
ALA Schools - Masters Students Enrollment
Fall 1989 by Program and Sex
to Determine FTE

	Full-time		
	Men	Women	Total
Alabama	10	44	54
Albany	18	39	57
Alberta	16	52	68
Arizona	17	44	61
Berkeley	22	36	58
Brigham Young	15	27	42
British Columbia	14	51	65
Buffalo	15	72	87
Catholic	7	11	18
Clarion	17	34	51
Columbia	16	37	53
Dalhousie	9	48	57
Drexel	17	30	47
Emporia	14	49	63
Florida State	16	34	50
Hawaii	2	13	15
Illinois	34	59	93
Indiana	42	83	125
Iowa	14	24	38
Kent State	0	8	8
Kentucky	24	37	61
Long Island-IS	3	3	6
Long Island-LS	13	40	53
Louisiana State	24	46	70
Maryland	24	94	118
McGill	23	72	95
Michigan	39	96	135
Missouri	10	33	43
Montreal	56	82	138
NC-Central	4	12	16
North Texas	24	45	69
Northern Illinois	5	5	10
Oklahoma	4	21	25
Pittsburgh-IS	45	32	77
Pittsburgh-LS	19	41	60
Pratt	8	12	20
Puerto Rico	9	24	33
Queens	2	14	16
Rhode Island	5	20	25

Rosary	12	46	58
Rutgers	9	57	66
San Jose	16	40	56
Simmons	9	50	59
South Carolina	17	54	71
Southern Conn.	15	59	74
South Florida	8	28	36
Southern Miss.	12	19	31
St. Johns	5	15	20
Syracuse	6	29	35
Tennessee	11	30	41
Texas-Austin	42	101	143
Texas Womans	9	45	54
Toronto	22	107	129
UCLA	35	105	140
UNC-Chapel Hill	27	77	104
UNC-Greensboro	6	18	24
Washington	25	119	144
Wayne State	14	36	50
Western Ontario	31	77	108
WI-Madison	35	91	126
WI-Milwaukee	14	37	51
61	1036	2764	3800
Average	16.98	45.31	62.30
SD	11.74	27.76	37.18
MIN	0	3	6
MAX	56	119	144

Table II-1-c-(1)b
ALA Schools - Masters Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Part-Time					
	PTMen		PTWomen		TParttime	
	N	FTE	N	FTE	N	FTE
Alabama	13	6.33	72	28.52	85	34.85
Albany	21	11.3	60	51.8	81	63.1
Alberta	5	2.33	57	7.33	62	9.66
Arizona	26	14.3	70	90.6	96	104.9
Berkeley	20	13.25	56	39.25	76	52.5
Brigham Young	27	14.8	54	22.3	81	37.1
British Columbia	2	1	53	11.2	55	12.2
Buffalo	21	7.5	93	38	114	45.5
Catholic	41	22.5	52	69.75	93	92.25
Clarion	11	4.75	45	38.75	56	43.5
Columbia	40	20	77	28.75	117	48.75
Dalhousie	0	0	48	2.5	48	2.5
Drexel	50	21.72	80	69.3	130	91.02
Emporia	41	27.6	90	136.4	131	164
Florida State	8	4	42	20.92	50	24.92
Hawaii	15	8.5	28	25	43	33.5
Illinois	12	6.82	71	28.26	83	35.08

Indiana	51	25.5	134	110.25	185	135.75
Iowa	7	3.22	31	18.11	38	21.33
Kent State	79	34.3	87	99.5	166	133.8
Kentucky	26	13.26	63	57.12	89	70.38
Long Island-IS	2	1	5	4.29	7	5.29
Long Island-LS	38	19.4	78	145.87	116	165.27
Louisiana State	7	3.67	53	29.78	60	33.45
Maryland	43	20.7	137	97.14	180	117.84
McGill	5	3	77	3.5	82	6.5
Michigan	27	15.5	123	51.8	150	67.3
Missouri	21	7.9	54	34.4	75	42.3
Montreal	2	0.5	84	4	86	4.5
NC-Central	13	8	25	44.5	38	52.5
North Texas	34	16.66	79	93.16	113	109.82
Northern Illinois	29	13.25	34	72.25	63	85.5
Oklahoma	22	10	43	49.1	65	59.1
Pittsburgh-IS	74	29.6	106	29.2	180	58.8
Pittsburgh-LS	8	3.2	49	34.8	57	38
Pratt	24	8	36	25.46	60	33.46
Puerto Rico	20	13.5	44	43	64	56.5
Queens	61	28	75	63.5	136	91.5
Rhode Island	12	4.67	32	36.67	44	41.34
Rosary	36	17	82	84.3	118	101.3
Rutgers	41	21.64	98	80.76	139	102.4
San Jose	31	12.9	71	67.3	102	80.2
Simmons	54	18	104	92	158	110
South Carolina	15	8.8	69	89	84	97.8
Southern Conn.	21	9.67	80	75	101	84.67
South Florida	14	6.2	42	75.1	56	81.3
Southern Miss.	2	0.67	21	15.33	23	16
St. Johns	23	6.25	38	25	61	31.25
Syracuse	6	3.25	35	28.25	41	31.5
Tennessee	11	3.67	41	19.33	52	23
Texas-Austin	33	21.34	134	25.28	167	46.62
Texas Womans	8	4.44	53	63.88	61	68.32
Toronto	26	8.67	133	23.33	159	32
UCLA	14	9.21	119	30.48	133	39.69
UNC-Chapel Hill	4	2	81	17	85	19
UNC-Greensboro	20	4.3	38	54.2	58	58.5
Washington	3	1.33	122	17.32	125	18.65
Wayne State	57	31.88	93	118.12	150	150
Western Ontario	30	10	107	30.6	137	40.6
WI-Madison	16	6.66	107	41.33	123	47.99
WI-Milwaukee	22	n/a	59	n/a	81	0
61	1445	677.41	4224	2928.94	5669	3606.35
Average	23.69	11.11	69.25	48.02	92.93	59.12
SD	17.91	8.73	31.36	34.05	42.83	40.72
MIN	0	0	5	0	7	0
MAX	79	34.3	137	145.87	185	165.27

Table II-1-c-(1)c
ALA Schools - Masters Students Enrollment
Fall 1989 by Program and Sex
to Determine FTE

	Total	
	N	FTE
Alabama	139	88.85
Albany	138	120.1
Alberta	130	77.66
Arizona	157	165.9
Berkeley	134	110.5
Brigham Young	123	79.1
British Columbia	120	77.2
Buffalo	201	132.5
Catholic	111	110.25
Clarion	107	94.5
Columbia	170	101.75
Dalhousie	105	59.5
Drexel	177	138.02
Emporia	194	227
Florida State	100	74.92
Hawaii	58	48.5
Illinois	176	128.08
Indiana	310	260.75
Iowa	76	59.33
Kent State	174	141.8
Kentucky	150	131.38
Long Island-IS	13	11.29
Long Island-LS	169	218.27
Louisiana State	130	103.45
Maryland	298	235.84
McGill	177	101.5
Michigan	285	202.3
Missouri	118	85.3
Montreal	224	142.5
NC-Central	54	68.5
North Texas	182	178.82
Northern Illinois	73	95.5
Oklahoma	90	84.1
Pittsburgh-IS	257	135.8
Pittsburgh-LS	117	98
Pratt	80	53.46
Puerto Rico	97	89.5
Queens	152	107.5
Rhode Island	69	66.34
Rosary	176	159.3
Rutgers	205	168.4
San Jose	158	136.2
Simmons	217	169
South Carolina	155	168.8
Southern Conn.	175	158.67
South Florida	92	117.3
Southern Miss.	54	47

St. Johns	81	51.25
Syracuse	76	66.5
Tennessee	93	64
Texas-Austin	310	189.62
Texas Womans	115	122.32
Toronto	288	161
UCLA	273	179.69
UNC-Chapel Hill	189	123
UNC-Greensboro	82	82.5
Washington	269	162.65
Wayne State	200	200
Western Ontario	245	148.6
WI-Madison	249	173.99
WI-Milwaukee	132	51
61	9469	7406.35
Average	155.23	121.42
SD	70.90	53.12
MIN	13	11.29
MAX	310	260.75

Table II-1-c-(2)a
ALA Schools - Post-Masters Students Enrollment
Fall 1989 by Program and Sex
to Determine FTE

		Full-time	
	Men	Women	Total
Alabama	0	1	1
Berkeley	1	0	1
Buffalo	1	0	1
Clarion	1	1	2
Illinois	1	3	4
Indiana	1	1	2
Louisiana State	0	3	3
Michigan	0	1	1
North Texas	1	0	1
Pittsburgh-LS	1	0	1
Queens	1	0	1
Texas-Austin	1	0	1
UCLA	0	1	1
UNC-Chapel Hill	0	1	1
Washington	0	1	1
61	9	13	22
Average	0.15	0.21	0.36
SD	0.35	0.60	0.77
MIN	0	0	0
MAX	1	3	4

Table II-1-c-(2)b
ALA Schools - Post-Masters Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Part-Time					
	PTMen		PTWomen		TParttime	
	N	FTE	N	FTE	N	FTE
Alabama	0	0	3	1.33	3	1.33
Albany	1	0.3	0	0	1	0.3
Alberta	0	0	5	1.6	5	1.6
Arizona	0	0	0	0	0	0
Berkeley	3	2.75	4	2.5	7	5.25
Buffalo	1	0.25	3	0.75	4	1
Catholic	0	0	4	1.5	4	1.5
Clarion	0	0	1	0.25	1	0.25
Columbia	4	1.83	4	1.5	8	3.33
Drexel	2	0.66	6	2.31	8	2.97
Florida State	1	0.67	7	2.59	8	3.26
Hawaii	0	0	3	0.75	3	0.75
Illinois	1	0.83	10	4.99	11	5.82
Indiana	0	0	2	1.5	2	1.5
Kent State	1	0.8	0	0	1	0.8
Louisiana State	0	0	5	2	5	2
Michigan	1	0.16	6	1.39	7	1.55
Missouri	30	10.3	169	42.3	199	52.6
North Texas	4	2.34	7	2.31	11	4.65
Oklahoma	0	0	4	2	4	2
Pittsburgh-IS	2	0.8	3	1.2	5	2
Pittsburgh-LS	2	0.8	12	4.8	14	5.6
Pratt	1	0.66	0	0	1	0.66
Queens	0	0	2	0.5	2	0.5
Rosary	0	0	2	0.6	2	0.6
Rutgers	1	0.375	1	0.25	2	0.625
South Carolina	0	0	10	4.4	10	4.4
Southern Conn.	1	0.33	11	5.33	12	5.66
South Florida	3	1.6	0	0	3	1.6
St. Johns	2	75	10	3	12	78
Texas-Austin	1	0.33	3	0.99	4	1.32
UCLA	0	0	3	2.01	3	2.01
UNC-Greensboro	3	1	3	1	6	2
Washington	0	0	5	1.99	5	1.99
Wayne State	2	0.75	6	2.25	8	3
WI-Madison	0	0	1	0.33	1	0.33
61	67	102.535	315	100.22	382	202.755
Average	1.10	1.68	5.16	1.64	6.26	3.32
SD	3.87	9.57	21.39	5.42	25.17	11.75
MIN	0	0	0	0	0	0
MAX	30	75	169	42.3	199	78

Table II-1-c-(2)c
ALA Schools - Post-Masters Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Totals	
	N	FTE
Alabama	4	2.33
Albany	1	0.3
Alberta	5	1.6
Berkeley	8	6.25
Buffalo	5	2
Catholic	4	1.5
Clarion	3	2.25
Columbia	8	3.33
Drexel	8	2.97
Florida State	8	3.26
Hawaii	3	0.75
Illinois	15	9.82
Indiana	4	3.5
Kent State	1	0.8
Louisiana State	8	5
Michigan	8	2.55
Missouri	199	52.6
North Texas	12	5.65
Oklahoma	4	2
Pittsburgh-IS	5	2
Pittsburgh-LS	15	6.6
Pratt	1	0.66
Queens	3	1.5
Rosary	2	0.6
Rutgers	2	0.625
South Carolina	10	4.4
Southern Conn.	12	5.66
South Florida	3	1.6
St. Johns	12	78
Texas-Austin	5	2.32
UCLA	4	3.01
UNC-Chapel Hill	1	1
UNC-Greensboro	6	2
Washington	6	2.99
Wayne State	8	3
WI-Madison	1	0.33
61	404	224.755
Average	6.62	3.68
SD	25.17	11.76
MIN	0	0
MAX	199	78

Table II-1-c-(3)a
ALA Schools - Doctoral Students Enrollment Fall 1989 by Program and Sex to Determine FTE

		Full-time	
	Men	Women	Total
Alabama	3	3	6
Alberta	0	1	1
Berkeley	4	9	13
Brigham Young	2	0	2
Columbia	1	2	3
Drexel	2	3	5
Florida State	3	6	9
Hawaii	1	1	2
Illinois	5	7	12
Indiana	6	19	25
Maryland	2	5	7
Michigan	2	1	3
NC-Central	1	0	1
North Texas	0	3	3
Pittsburgh-IS	4	4	8
Pittsburgh-LS	4	4	8
Rutgers	8	11	19
Simmons	1	2	3
Syracuse	12	10	22
Texas-Austin	2	5	7
Texas Womans	4	4	8
Toronto	10	8	18
UCLA	5	5	10
UNC-Chapel Hill	4	7	11
Western Ontario	4	9	13
WI-Madison	6	10	16
61	96	139	235
Average	1.57	2.28	3.85
SD	2.61	3.81	6.17
MIN	0	0	0
MAX	12	19	25

Table II-1-c-(3)b

ALA Schools - Doctoral Students Enrollment
Fall 1989 by Program and Sex
to Determine FTE

Part-Time

	PTMen		PTWomen		TParttime	
	N	FTE	N	FTE	N	FTE
Alabama	2	1	0	0	2	1
Berkeley	11	7	4	2.5	15	9.5
Brigham Young	7	2.8	10	4.9	17	7.7
Columbia	10	3.08	19	5	29	8.08
Drexel	5	1.65	10	3.3	15	4.95
Florida State	2	0	10	1.34	12	1.34
Hawaii	8	2.75	30	9.75	38	12.5
Illinois	4	2.34	1	0.5	5	2.84
Indiana	22	9.64	16	5.29	38	14.93
Iowa	6	2.33	9	3.22	15	5.55
Maryland	5	1.99	6	2.66	11	4.65
Michigan	3	1.24	0	0	3	1.24
NC-Central	2	1	15	7.25	17	8.25
North Texas	8	5.31	16	6.61	24	11.92
Pittsburgh-IS	6	2.4	4	1.6	10	4
Pittsburgh-LS	11	4.4	9	3.6	20	8
Rutgers	27	10.67	29	10.33	56	21
Simmons	3	1	11	3.66	14	4.66
Syracuse	2	0.5	4	1	6	1.5
Texas-Austin	3	1	7	3.33	10	4.33
Texas Womans	3	1.22	21	9.88	24	11.1
Toronto	0	0	4	1.33	4	1.33
UCLA	1	0.67	3	1.33	4	2
UNC-Chapel Hill	10	4	9	3	19	7
Wayne State	1	0.37	14	5.38	15	5.75
Western Ontario	1	0.3	3	1	4	1.3
WI-Madison	3	1.33	7	4	10	5.33
61	166	69.99	272	101.76	438	171.75
Average	2.72	1.15	4.46	1.67	7.18	2.82
SD	5.09	2.21	7.18	2.68	11.45	4.46
MIN	0	0	0	0	0	0
MAX·	27	10.67	30	10.33	56	21

Table II-1-c-(3)c
ALA Schools - Doctoral Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Total	
	N	FTE
Alabama	8	7
Alberta	1	1
Berkeley	28	22.5
Brigham Young	19	9.7
Columbia	32	11.08
Dalhousie	1	0
Drexel	20	9.95
Florida State	21	10.34
Hawaii	40	14.5
Illinois	17	14.84
Indiana	63	39.93
Iowa	15	5.55
Maryland	18	11.65
Michigan	6	4.24
NC-Central	18	9.25
North Texas	27	14.92
Pittsburgh-IS	18	12
Pittsburgh-LS	28	16
Rutgers	75	40
Simmons	17	7.66
Syracuse	28	23.5
Texas-Austin	17	11.33
Texas Womans	32	19.1
Toronto	22	19.33
UCLA	14	12
UNC-Chapel Hill	30	18
Wayne State	15	5.75
Western Ontario	17	14.3
WI-Madison	26	21.33
61	673	406.75
Average	11.03	6.67
SD	15.70	9.43
MIN	0	0
MAX	75	40

Table II-1-c-(4)
ALA Schools - Other Graduate Students Enrollment Fall 1989 by Program and Sex to Determine FTE

This table was inadvertently omitted year from data collection this

Table II-1-c-(5)a
ALA Schools - Undergraduate Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Full-time		
	Men	Women	Total
Clarion	3	8	11
Drexel	121	35	156
Louisiana State	5	1	6
Michigan	2	12	14
Montreal	13	48	61
Southern Conn.	50	144	194
Southern Miss.	2	11	13
61	196	259	455
Average	3.21	4.25	7.46
SD	16.56	19.63	32.09
MIN	0	0	0
MAX	121	144	194

Table II-1-c-(5)b
ALA Schools - Undergraduate Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Part-Time					
	PTMen		PTWomen		TParttime	
	N	FTE	N	FTE	N	FTE
Alabama	13	4.29	91	30.03	104	34.32
Alberta	0	0	44	14.66	44	14.66
Brigham Young	97	11.4	90	10.6	187	22
Buffalo	0	0	6	1.5	6	1.5
Columbia	2	0.5	12	3	14	3.5
Drexel	4	2.66	4	2.66	8	5.32
Emporia	21	4	110	20	131	24
Florida State	12	3	24	6	36	9
Hawaii	1	0.25	2	0.5	3	0.75
Illinois	1	0.17	7	1.84	8	2.01
Indiana	22	3	51	9.375	73	12.375
Iowa	0	0	1	0.5	1	0.5
Kent State	1	0.2	4	0.7	5	0.9
Kentucky	2	1.02	77	36.96	79	37.98
Louisiana State	6	3	24	7.99	30	10.99
Montreal	22	5.5	64	16	86	21.5
NC-Central	1	0.25	1	0.25	2	0.5
North Texas	2	0.5	85	21.25	87	21.75
Oklahoma	52	12.91	79	19.75	131	32.66
Rhode Island	2	0.67	8	2.67	10	3.34
Rosary	1	0.3	0	0	1	0.3
South Carolina	1	0.3	31	10.3	32	10.6
Southern Conn.	23	10.66	19	8	42	18.66
South Florida	60	10	77	12.8	137	22.8

Southern Miss.	2	0.5	100	25.25	102	25.75
Tennessee	12	3	72	18	84	21
Texas-Austin	40	13.2	192	37.5	232	50.7
UNC-Chapel Hill	3	1	66	22	69	23
UNC-Greensboro	1	0.4	12	4	13	4.4
Wayne State	1	0.25	6	1.67	7	1.92
WI-Madison	3	1	9	4.32	12	5.32
61	408	93.93	1368	350.075	1776	444.005
Average	6.69	1.54	22.43	5.74	29.11	7.28
SD	16.73	3.27	38.67	9.52	50.82	11.68
MIN	0	0	0	0	0	0
MAX	97	13.2	192	37.5	232	50.7

Table II-1-c-(5)c
ALA Schools - Undergraduate Students Enrollment
Fall 1989 by Program and Sex
to Determine FTE

	Total	
	N	FTE
Alabama	104	34.32
Alberta	44	14.66
Brigham Young	187	22
Buffalo	6	1.5
Clarion	11	11
Columbia	14	3.5
Drexel	164	161.32
Emporia	131	24
Florida State	36	9
Hawaii	3	0.75
Illinois	8	2.01
Indiana	73	12.375
Iowa	1	0.5
Kent State	5	0.9
Kentucky	79	37.98
Louisiana State	36	16.99
Michigan	14	14
Montreal	147	82.5
NC-Central	2	0.5
North Texas	87	21.75
Oklahoma	131	32.66
Rhode Island	10	3.34
Rosary	1	0.3
South Carolina	32	10.6
Southern Conn.	236	212.66
South Florida	137	22.8

Southern Miss.	115	38.75
Tennessee	84	21
Texas-Austin	232	50.7
UNC-Chapel Hill	69	23
UNC-Greensboro	13	4.4
Wayne State	7	1.92
WI-Madison	12	5.32
61	2231	899.005
Average	36.57	14.74
SD	60.89	35.49
MIN	0	0
MAX	236	212.66

Table II-1-c-(6)a
ALA Schools - Total Student Enrollment Fall 1989 by Program and Sex to Determine FTE

	Full-time		
	Men	Women	Total
Alabama	13	48	61
Albany	18	39	57
Alberta	16	53	69
Arizona	17	44	61
Berkeley	27	45	72
Brigham Young	17	27	44
British Columbia	14	51	65
Buffalo	16	72	88
Catholic	7	11	18
Clarion	21	43	64
Columbia	17	39	56
Dalhousie	9	48	57
Drexel	140	68	208
Emporia	14	49	63
Florida State	19	40	59
Hawaii	3	14	17
Illinois	40	69	109
Indiana	49	103	152
Iowa	14	24	38
Kent State	0	8	8
Kentucky	24	40	64
Long Island-IS	3	3	6
Long Island-LS	13	40	53
Louisiana State	29	50	79
Maryland	26	99	125
McGill	23	72	95
Michigan	43	110	153
Missouri	10	33	43
Montreal	69	130	199
NC-Central	5	12	17
North Texas	25	48	73
Northern Illinois	5	5	10

Oklahoma	4	21	25
Pittsburgh-IS	49	36	85
Pittsburgh-LS	24	45	69
Pratt	8	12	20
Puerto Rico	9	24	33
Queens	3	14	17
Rhode Island	5	20	25
Rosary	12	46	58
Rutgers	17	68	85
San Jose	16	40	56
Simmons	10	52	62
South Carolina	17	54	71
Southern Conn.	67	209	276
South Florida	8	28	36
Southern Miss.	14	30	44
St. Johns	5	15	20
Syracuse	18	39	57
Tennessee	14	30	44
Texas-Austin	45	106	151
Texas Womans	13	49	62
Toronto	32	115	147
UCLA	40	111	151
UNC-Chapel Hill	31	85	116
UNC-Greensboro	6	18	24
Washington	25	120	145
Wayne State	14	36	50
Western Ontario	35	86	121
WI-Madison	41	101	142
WI-Milwaukee	14	37	51
61	1342	3184	4526
Average	22.00	52.20	74.20
SD	21.30	37.38	53.42
MIN	0	3	6
MAX	140	209	276

Table II-1-c-(6)b
ALA Schools - Total Student Enrollment
Fall 1989 by Program and Sex
to Determine FTE

	Part-Time					
	PTMen		PTWomen		TParttime	
	N	FTE	N	FTE	N	FTE
Alabama	28	11.62	166	59.88	194	71.5
Albany	22	11.6	116	51.8	138	63.4
Alberta	5	2.33	66	23.59	71	25.92
Arizona	26	14.3	170	90.6	196	104.9
Berkeley	34	23	73	44.25	107	67.25
Brigham Young	131	29	142	37.8	273	66.8
British Columbia	2	1	17	11.2	19	12.2
Buffalo	22	7.75	125	40.25	147	48
Catholic	41	22.5	140	71.25	181	93.75
Clarion	11	4.75	90	39	101	43.75
Columbia	56	25.41	95	38.25	151	63.66
Dalhousie	0	0	7	2.5	7	2.5
Drexel	61	26.69	180	77.57	241	104.26
Emporia	66	33	418	188	484	221
Florida State	23	7.67	83	30.85	106	38.52
Hawaii	24	11.5	81	36	105	47.5
Illinois	18	10.16	62	35.59	80	45.75
Indiana	95	39.14	299	126.415	394	165.555
Iowa	13	5.55	47	21.83	60	27.38
Kent State	81	35.3	289	100.2	370	135.5
Kentucky	38	19.38	220	105.6	258	124.98
Long Island-IS	2	1	11	4.29	13	5.29
Long Island-LS	38	19.4	292	145.87	330	165.27
Louisiana State	13	6.67	94	39.77	107	46.44
Maryland	48	22.69	186	99.8	234	122.49
McGill	5	3	7	3.5	12	6.5
Michigan	31	16.9	127	53.19	158	70.09
Missouri	51	18.2	258	76.7	309	94.9
Montreal	24	6	80	20	104	26
NC-Central	16	9.5	99	51.75	115	61.25
North Texas	48	24.81	280	123.33	328	148.14
Northern Illinois	29	13.25	195	72.25	224	85.5
Oklahoma	74	22.91	206	70.85	280	93.76
Pittsburgh-IS	82	32.8	80	32	162	64.8
Pittsburgh-LS	21	8.4	108	43.2	129	51.6
Pratt	25	8.66	46	25.46	71	34.12
Puerto Rico	20	13.5	67	43	87	56.5
Queens	61	28	151	64	212	92
Rhode Island	14	5.34	82	39.34	96	44.68
Rosary	37	17.3	187	85	224	102.3
Rutgers	69	32.685	185	91.34	254	124.025
San Jose	31	12.9	166	67.3	197	80.2
Simmons	57	19	287	95.66	344	114.66
South Carolina	16	9.1	223	103.7	239	112.8
Southern Conn.	62	29.33	263	110.33	325	139.66
South Florida	77	17.8	178	85.9	255	103.7

Southern Miss.	4	1.17	138	40.58	142	41.75
St. Johns	25	7	74	28	99	35
Syracuse	8	3.75	73	29.25	81	33
Tennessee	26	7.67	153	45	179	52.67
Texas-Austin	77	35.85	337	67.1	414	102.95
Texas Womans	11	5.66	168	73.76	179	79.42
Toronto	26	8.67	74	24.66	100	33.33
UCLA	0	0	0	0	0	0
UNC-Chapel Hill	17	7	113	42	130	49
UNC-Greensboro	29	7.5	143	62	172	69.5
Washington	3	1.33	41	19.31	44	20.64
Wayne State	61	33.25	250	127.42	311	160.67
Western Ontario	31	10.3	95	31.6	126	41.9
WI-Madison	22	8.99	76	49.98	98	58.97
WI-Milwaukee	22	n/a	85	n/a	107	0
61	2110	878.935	8564	3520.615	10674	4399.55
Average	34.59	14.41	140.39	57.72	174.98	72.12
SD	26.79	10.71	89.49	38.37	108.55	46.51
MIN	0	0	0	0	0	0
MAX	131	39.14	418	188	484	221

Table II-1-c-(6)c
ALA Schools - Total Student Enrollment
Fall 1989 by Program and Sex
to Determine FTE

	Total	
	N	FTE
Alabama	255	132.5
Albany	195	120.4
Alberta	140	94.92
Arizona	257	165.9
Berkeley	179	139.25
Brigham Young	317	110.8
British Columbia	84	77.2
Buffalo	235	136
Catholic	199	111.75
Clarion	165	107.75
Columbia	207	119.66
Dalhousie	64	59.5
Drexel	449	312.26
Emporia	547	284
Florida State	165	97.52
Hawaii	122	64.5
Illinois	189	154.75
Indiana	546	317.555
Iowa	98	65.38
Kent State	378	143.5
Kentucky	322	188.98
Long Island-IS	19	11.29
Long Island-LS	383	218.27
Louisiana State	186	125.44

Maryland	359	247.49
McGill	107	101.5
Michigan	311	223.09
Missouri	352	137.9
Montreal	303	225
NC-Central	132	78.25
North Texas	401	221.14
Northern Illinois	234	95.5
Oklahoma	305	118.76
Pittsburgh-IS	247	149.8
Pittsburgh-LS	198	120.6
Pratt	91	54.12
Puerto Rico	120	89.5
Queens	229	109
Rhode Island	121	69.68
Rosary	282	160.3
Rutgers	339	209.025
San Jose	253	136.2
Simmons	406	176.66
South Carolina	310	183.8
Southern Conn.	601	415.66
South Florida	291	139.7
Southern Miss.	186	85.75
St. Johns	119	55
Syracuse	138	90
Tennessee	223	96.67
Texas-Austin	565	253.95
Texas Womans	241	141.42
Toronto	247	180.33
UCLA	151	151
UNC-Chapel Hill	246	165
UNC-Greensboro	196	93.5
Washington	189	165.64
Wayne State	361	210.67
Western Ontario	247	162.9
WI-Madison	240	200.97
WI-Milwaukee	158	51
61	15200	8925.55
Average	249.18	146.32
SD	124.50	73.04
MIN	19	11.29
MAX	601	415.66

Table II-1-c-(7)
ALA Schools - Off-Campus Enrollment
Fall 1989 by Program and Sex
to Determine FTE

	FTE Off-Campus
Alabama	23.83
Arizona	58.2
Brigham Young	12.7
Buffalo	11.75
Catholic	32.25
Emporia	128
Indiana	144
Kent State	47.4
Kentucky	31.6
Long Island-LS	115.19
Louisiana State	14
Missouri	52.6
NC-Central	12.5
North Texas	39.53
Northern Illinois	43.25
Oklahoma	31.55
Rhode Island	31.34
Rosary	41
Southern Conn.	13
South Florida	30
Southern Miss.	10
Syracuse	2.25
Texas-Austin	10.02
UNC-Chapel Hill	5
Wayne State	30.63
Western Ontario	15
WI-Milwaukee	8
61	994.59
Average	16.30
SD	30.15
MIN	0
MAX	144

Table II-1-d-(1)a
Non-ALA Schools - Masters Students Enrollment
Fall 1989 by Program and Sex
to Determine FTE

Full-time

	Men	Women	Total
East Carolina	0	6	6
Kutztown	5.75	17	22.75
Mankato	0	1	1
Sam Houston	1	8	9
Shippenberg	0	5	5
6	6.75	37.00	43.75
Average	1.13	6.17	7.29
SD	2.10	5.58	7.54
MIN	0.00	0.00	0.00
MAX	5.75	17.00	22.75

Table II-1-d-(1)b
Non-ALA Schools - Masters Students Enrollment
Fall 1989 by Program and Sex
to Determine FTE

Part-Time

	Men #	Men FTE	Parttime Women #	Women FTE	Total Parttime	Parttime FTE
Chicago State	11	3.25	61	20.25	72	23.5
East Carolina	9	3.67	50	22.44	59	26.11
Kutztown	5	1.66	81	27	86	28.66
Mankato	5	1.3	39	13.9	44	15.2
Sam Houston	8	26	168	56	176	82
Shippenberg	6	4	23	14.4	29	18.4
6	44.00	39.88	422.00	153.99	466.00	193.87
Average	7.33	6.65	70.33	25.67	77.67	32.31
SD	2.21	8.71	47.21	14.30	47.65	22.67
MIN	5.00	1.30	23.00	13.90	29.00	15.20
MAX	11.00	26.00	168.00	56.00	176.00	82.00

Table II-1-d-(1)c
Non-ALA Schools - Masters Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Total #	Total FTE
Chicago State	72	23.5
East Carolina	65	32.11
Kutztown	108.75	51.41
Mankato	45	16.2
Sam Houston	185	91
Shippenberg	34	23.4
6	509.75	237.62
Average	84.96	39.60
SD	50.55	25.52
MIN	34.00	16.20
MAX	185.00	91.00

Table II-1-d-(2)a
Non-ALA Schools - Post-Masters Students Enrollment Fall 1989 by Program and Sex to Determine FTE

Full-time

No full-time post-masters students reported.

Table II-1-d-(2)b
Non-ALA Schools - Post-Masters Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Part-Time					
	Men #	Men FTE	Women #	Women FTE	Total #	Total FTE
East Carolina	1	0.33	5	1.22	6	1.55
Mankato	0	0	2	1.1	2	1.1
6	1.00	0.33	7.00	2.32	8.00	2.65
Average	0.17	0.06	1.17	0.39	1.33	0.44
SD	0.17	0.06	1.17	0.39	1.33	0.44
MIN	0.00	0.00	0.00	0.00	0.00	0.00
MAX	1.00	0.33	5.00	1.22	6.00	1.55

Table II-1-d-(2)c
Non-ALA Schools - Post-Masters Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Total	
	#	FTE
East Carolina	6	1.55
Mankato	2	1.1
6	8.00	2.65
Average	1.33	0.44
SD	1.33	0.44
MIN	0.00	0.00
MAX	6.00	1.55

Table II-1-d-(3)
Non-ALA Schools - Doctoral Students Enrollment Fall 1989 by Program and Sex to Determine FTE

No doctoral students reported.

Table II-1-d-(4)
Non-ALA Schools - Other Graduate Students Enrollment Fall 1989 by Program and Sex to Determine FTE

This table was inadvertently omitted from data collection this year

Table II-1-d-(5)a
Non-ALA Schools - Undergraduate Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Full-time		
	Men	Women	Total
Chicago State	2	19	21
Mankato	183	277	460
6	185.00	296.00	481.00
Average	30.83	49.33	80.17
SD	68.05	102.05	170.04
MIN	0.00	0.00	0.00
MAX	183.00	277.00	460.00

Table II-1-d-(5)b
Non-ALA Schools - Undergraduate Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Part-Time					
	Men #	Men FTE	Women #	Women FTE	Total #	Total FTE
East Carolina	0	0	1	0.22	1	0.22
Mankato	8	5.1	21	9.8	29	14.9
Sam Houston	0	0	161	40.25	161	40.25
6	8.00	5.10	183.00	50.27	191.00	55.37
Average	1.33	0.85	30.50	8.38	31.83	9.23
SD	2.98	1.90	58.85	14.69	58.71	14.89
MIN	0.00	0.00	0.00	0.00	0.00	0.00
MAX	8.00	5.10	161.00	40.25	161.00	40.25

Table II-1-d-(5)c
Non-ALA Schools - Undergraduate Students Enrollment Fall 1989 by Program and Sex to Determine FTE

	Total	
	#	FTE
Chicago State	21	21
East Carolina	1	0.22
Mankato	489	474.9
Sam Houston	161	40.25
6	672.00	536.37
Average	112.00	89.40
SD	178.05	173.03
MIN	0.00	0.00
MAX	489.00	474.90

Table II-1-d-(6)a
Non-ALA Schools - Total Enrollment Fall 1989 by Program and Sex to Determine FTE

	Full-time		
	Men	Women	Total
Chicago State	2	19	21
East Carolina	0	6	6
Kutztown	5.75	17	22.75
Mankato	183	278	461
Sam Houston	1	8	9
Shippenberg	0	5	5
6	191.75	333.00	524.75
Average	31.96	55.50	87.46
SD	67.58	99.65	167.20
MIN	0.00	5.00	5.00
MAX	183.00	278.00	461.00

Table II-1-d-(6)b
Non-ALA Schools - Total Enrollment Fall 1989 by Program and Sex to Determine FTE

	Part-Time					
	Men #	Men FTE	Women #	Women FTE	Total #	Total FTE
Chicago State	11	3.25	61	20.25	72	23.5
East Carolina	10	4	56	23.88	66	27.88
Kutztown	5	1.66	81	27	86	28.66
Mankato	13	6.4	62	24.8	75	31.2
Sam Houston	8	26	329	96.25	337	122.25
Shippenberg	6	4	23	14.4	29	18.4
6	53.00	45.31	612.00	206.58	665.00	251.89
Average	8.83	7.55	102.00	34.43	110.83	41.98
SD	2.79	8.37	102.96	27.94	102.69	36.13
MIN	5.00	1.66	23.00	14.40	29.00	18.40
MAX	13.00	26.00	329.00	96.25	337.00	122.25

Table II-1-d-(6)c
Non-ALA Schools - Total Enrollment
Fall 1989 by Program and Sex
to Determine FTE

Total

	#	FTE
Chicago State	93	44.5
East Carolina	72	33.88
Kutztown	108.75	51.41
Mankato	536	492.2
Sam Houston	346	131.25
Shippenberg	34	23.4
6	1189.75	776.64
Average	198.29	129.44
SD	181.62	165.97
MIN	34.00	23.40
MAX	536.00	492.20

Table II-1-e
ALA Schools - Undergraduate Majors
Fall 1989 by Program and Sex
to Determine FTE

No undergraduate majors were reported.

Table II-1-f-a
Non-ALA Schools - Undergraduate Majors
Fall 1989 by Program and Sex
to Determine FTE

Full-time

	Men	Women	Total
Kutztown	2	34	36
6	2.00	34.00	36.00
Average	0.33	5.67	6.00
SD	0.75	12.67	13.42
MIN	0.00	0.00	0.00
MAX	2.00	34.00	36.00

Table II-1-f-b
Non-ALA Schools - Undergraduate Majors Fall 1989 by Program and Sex to Determine FTE

Part-Time

	Men #	Men FTE	Women #	Women FTE	Total #	Total FTE
Kutztown	1	6	3	0.25	4	6.25
6	1.00	6.00	3.00	0.25	4.00	6.25
Average	0.17	1.00	0.50	0.04	0.67	1.04
SD	0.37	2.24	1.12	0.09	1.49	2.33
MIN	0.00	0.00	0.00	0.00	0.00	0.00
MAX	1.00	6.00	3.00	0.25	4.00	6.25

Table II-1-f-c
Non-ALA Schools - Undergraduate Majors Fall 1989 by Program and Sex to Determine FTE

Total

	#	FTE
Kutztown	40	42.25
6	40.00	42.25
Average	6.67	7.04
SD	14.91	15.75
MIN	0.00	0.00
MAX	40.00	42.25

Table II-2. Number of Classes by Number of Student Enrolled

Schools were asked to indicate the number of classes or sections of classes by number of student enrolled. Individual studies or individually supervised course offerings are included in a separate table.

Table II-2-a(a)
ALA Schools - Classes or Sections by Students Enrolled
Fall 1989

	1-5	6-10	11-15	16-20	21-25	26-30	31-35
Alabama	7	9	5	1	2	3	3
Albany	1	2	6	3	5	2	0
Alberta	1	5	2	1	3	0	0
Arizona	1	4	5	4	1	3	0
Berkeley	5	2	3	6	6	4	1
Brigham Young	1	3	3	5	4	0	0
British Columbia	1	5	2	4	4	0	0
Buffalo	0	1	2	5	3	2	3
Catholic	9	11	7	1	2	1	0
Clarion	3	3	6	1	1	1	0
Columbia	0	7	9	5	1	3	5
Dalhousie	2	3	1	0	1	2	4
Drexel	1	3	12	4	6	6	0
Emporia	2	6	3	1	2	5	2
Florida State	9	7	6	4	2	0	0
Hawaii	3	7	3	1	2	2	1
Illinois	2	6	2	5	3	5	4
Indiana	4	8	8	10	8	6	9
Iowa	0	3	3	3	3	1	0
Kent State	0	3	6	3	9	10	5
Kentucky	3	5	5	7	5	3	3
Long Island-IS	0	0	0	0	0	0	0
Long Island-LS	2	6	20	4	4	9	3
Louisiana State	1	2	8	0	4	3	1
Maryland	0	4	9	8	9	4	4
McGill	1	3	3	3	0	1	0
Michigan	1	2	1	8	6	4	10
Missouri	0	8	5	2	5	1	1
Montreal	1	2	5	2	1	3	0
NC-Central	8	4	2	3	1	1	0
North Texas	1	10	5	3	3	3	1
Northern Illinois	0	2	5	5	5	3	0
Oklahoma	3	3	4	3	2	0	3
Pittsburgh-IS	9	10	6	5	7	3	6
Pittsburgh-LS	3	4	4	5	2	4	2
Pratt	0	7	5	3	0	0	0
Puerto Rico	0	4	14	1	0	0	0
Queens	1	11	6	2	10	1	0
Rhode Island	2	6	5	4	3	2	1
Rosary	5	5	6	7	3	0	2
Rutgers	4	5	4	4	7	6	4
San Jose	2	5	2	4	6	3	6

Simmons	6	7	6	8	11	4	0
South Carolina	0	8	4	2	3	1	0
Southern Conn.	0	3	2	7	5	7	1
South Florida	0	5	3	4	4	6	1
Southern Miss.	3	11	1	2	1	0	0
St. Johns	4	5	4	3	1	1	0
Syracuse	4	10	6	10	3	1	2
Tennessee	3	4	6	3	1	1	1
Texas-Austin	0	12	5	6	1	2	1
Texas Womans	1	3	6	3	3	4	4
Toronto	6	4	4	2	6	9	4
UCLA	2	6	5	7	8	4	0
UNC-Chapel Hill	2	7	8	3	5	3	0
UNC-Greensboro	5	2	3	1	2	4	2
Washington	0	1	1	2	3	4	2
Wayne State	2	4	2	3	8	6	2
Western Ontario	1	5	3	3	5	1	5
WI-Madison	1	6	7	3	2	0	0
WI-Milwaukee	2	0	8	4	2	3	0
61	141	309	302	226	225	171	109
Average	2.31	5.07	4.95	3.70	3.69	2.80	1.79
SD	2.43	2.86	3.25	2.32	2.65	2.39	2.26
MIN	0	0	0	0	0	0	0
MAX	9	12	20	10	11	10	10

Table II-2-a(b)
ALA Schools - Classes or Sections by Students Enrolled
Fall 1989

	36-40	41-45	46-50	¢50
Alabama	0	0	0	0
Albany	1	4	2	1
Alberta	4	0	0	0
Arizona	3	3	1	1
Berkeley	0	0	0	1
Brigham Young	0	0	0	0
British Columbia	0	3	0	0
Buffalo	2	0	1	0
Catholic	0	0	0	0
Clarion	3	1	0	3
Columbia	0	0	1	0
Dalhousie	0	0	0	0
Drexel	1	0	0	0
Emporia	1	5	2	1
Florida State	1	1	2	0
Hawaii	0	0	0	0
Illinois	3	0	0	1
Indiana	3	1	0	0
Iowa	0	0	0	0
Kent State	0	0	0	0
Kentucky	1	0	0	0
Long Island-IS	0	0	0	0

Long Island-LS	0	0	0	0
Louisiana State	1	0	0	0
Maryland	1	0	0	0
McGill	1	0	0	4
Michigan	3	0	0	0
Missouri	0	0	0	0
Montreal	1	0	0	5
NC-Central	0	0	0	0
North Texas	0	1	2	3
Northern Illinois	0	0	0	0
Oklahoma	2	0	0	0
Pittsburgh-IS	1	0	2	1
Pittsburgh-LS	1	0	0	0
Pratt	0	0	0	0
Puerto Rico	0	0	0	0
Queens	0	0	0	0
Rhode Island	0	0	0	0
Rosary	1	0	0	0
Rutgers	1	0	3	0
San Jose	1	0	0	0
Simmons	0	0	0	0
South Carolina	1	0	1	3
Southern Conn.	1	0	0	0
South Florida	1	2	1	1
Southern Miss.	0	0	0	0
St. Johns	0	0	0	0
Syracuse	0	2	0	0
Tennessee	0	1	0	0
Texas-Austin	2	0	2	2
Texas Womans	0	0	0	0
Toronto	0	0	2	0
UCLA	0	0	0	1
UNC-Chapel Hill	0	0	0	2
UNC-Greensboro	0	0	0	0
Washington	2	0	0	3
Wayne State	1	0	0	0
Western Ontario	4	1	1	0
WI-Madison	0	0	1	5
WI-Milwaukee	0	0	0	0
61	49	25	24	38
Average	0.80	0.41	0.39	0.62
SD	1.08	1.01	0.75	1.24
MIN	0	0	0	0
MAX	4	5	3	5

Table II-2-a-(1)
ALA Schools - Individual Studies Courses
Fall 1989

	NR
Alabama	24
Albany	25
Alberta	3
Arizona	42
Berkeley	40
Brigham Young	14
Buffalo	18
Catholic	2
Columbia	34
Dalhousie	3
Drexel	29
Emporia	35
Florida State	37
Hawaii	5
Illinois	15
Indiana	30
Iowa	2
Kent State	69
Kentucky	6
Louisiana State	17
Maryland	31
McGill	1
Michigan	33
Missouri	48
Montreal	3
NC-Central	19
North Texas	20
Oklahoma	27
Pittsburgh-IS	13
Pittsburgh-LS	23
Pratt	7
Queens	10
Rhode Island	8
Rosary	8
Rutgers	11
San Jose	58
South Carolina	40
Southern Conn.	7
South Florida	15
Southern Miss.	25
Syracuse	17
Tennessee	3
Texas-Austin	22
Texas Womans	24
Toronto	3
UCLA	41
UNC-Chapel Hill	33
UNC-Greensboro	4
Washington	4

Wayne State	5
Western Ontario	5
WI-Madison	22
WI-Milwaukee	20
61	1060
Average	17.38
SD	15.91
MIN	0
MAX	69

Table II-2-b-(a)
Non-ALA Schools - Classes or Sections by Students Enrolled
Fall 1989

	1-5	6-10	11-15	16-20	21-25	26-30	31-35
Chicago State	1	4	3	0	1	0	0
East Carolina	5	5	4	0	0	0	0
Kutztown	0	2	2	2	0	0	1
Mankato	3	7	5	3	12	1	1
Sam Houston	1	2	7	3	1	3	2
Shippenberg	0	0	2	1	0	0	0
6	10.00	20.00	23.00	9.00	14.00	4.00	4.00
Average	1.67	3.33	3.83	1.50	2.33	0.67	0.67
SD	1.80	2.29	1.77	1.26	4.35	1.11	0.75
MIN	0.00	0.00	2.00	0.00	0.00	0.00	0.00
MAX	5.00	7.00	7.00	3.00	12.00	3.00	2.00

Table II-2-b(b)
Non-ALA Schools - Classes or Sections by Students Enrolled
Fall 1989

	36-40	41-45	46-50	¢50
Chicago State	0	0	0	0
East Carolina	0	0	0	0
Kutztown	2	0	0	0
Mankato	0	1	0	1
Sam Houston	1	0	0	0
Shippenberg	0	0	0	0
6	3.00	1.00	0.00	1.00
Average	0.50	0.17	0.00	0.17
SD	0.76	0.37	0.00	0.37
MIN	0.00	0.00	0.00	0.00
MAX	2.00	1.00	0.00	1.00

Table II-2-b(1)
Non-ALA Schools - Individual Studies Courses
Fall 1989

Chicago State	7
East Carolina	20
Mankato	16
Sam Houston	11
6	44.00
Average	9.00
SD	8.25
MIN	0.00
MAX	20.00

Table II-3. Degrees and Certificates Awarded by Sex and Ethnicity

Schools were requested to give the number of degrees and certificates awarded in 1988-89, including those in summer session, by sex and ethnicity, to United States and Canadian citizens, permanent residents or landed immigrants, and foreign students. The categories used for defining ethnicity are the same one used by the U.S. Department of Labor:

AI	American Indian or Alaskan Native
AP	Asian or Pacific Islander
B	Black, not Hispanic heritage
H	Hispanic
W	White, not Hispanic origin

in addition

F	Foreign students

Table II-3-a
ALA Schools - Summary
Degrees and Certificates Awarded 1988-89
by Sex and Ethnicity

MEN

	AI	AP	B	H	W	NA	F	TOTAL
Bachelors	0	0	5	0	82	0	6	93
Masters	5	22	36	33	683	24	37	840
Post-Masters	0	1	3	1	6	0	2	13
Doctoral	0	1	4	0	13	0	3	21
Total	5	24	48	34	784	24	48	967

WOMEN

	AI	AP	B	H	W	NA	F	TOTAL
Bachelors	0	2	11	2	55	0	0	70
Masters	9	74	125	34	2501	83	127	2953
Post-Masters	0	0	2	2	32	0	8	44
Doctoral	0	1	0	0	34	1	4	40
Total	9	77	138	38	2622	84	139	3107

Table II-3-b
Non-ALA Schools - Summary
Degrees and Certificates Awarded 1988-89
by Sex and Ethnicity

MEN

	AI	AP	B	H	W	NA	F	TOTAL
Bachelors	0	0	0	0	0	1	0	1
Masters	0	0	0	0	0	7	0	7
Post-Masters	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	8	0	8

WOMEN

	AI	AP	B	H	W	NA	F	TOTAL
Bachelors	0	0	0	0	0	6	0	6
Masters	0	0	0	5	4	78	0	87
Post-Masters	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0
Total	0	0	0	5	4	84	0	93

Table II-3-c-(1)a
ALA Schools - Bachelors Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

MEN

	AI	AP	B	H	W	NA	F	TOTAL
Drexel	0	0	2	0	17	0	1	20
Louisiana State	0	0	1	0	19	0	4	24
North Texas	0	0	0	0	1	0	1	2
Pittsburgh-IS	0	0	2	0	44	0	0	46
Syracuse	0	0	0	0	1	0	0	1
61	0	0	5	0	82	0	6	93
Average	0.00	0.00	0.08	0.00	1.34	0.00	0.10	1.52
SD	0.00	0.00	0.38	0.00	6.37	0.00	0.53	6.96
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	0.00	0.00	2.00	0.00	44.00	0.00	4.00	46.00

Table II-3-c-(1)b
ALA Schools - Bachelors Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

	WOMEN							
	AI	AP	B	H	W	NA	F	TOTAL
Clarion	0	0	0	0	1	0	0	1
Drexel	0	2	7	0	8	0	0	17
North Texas	0	0	0	0	1	0	0	1
Pittsburgh-IS	0	0	4	0	32	0	0	36
Southern Conn.	0	0	0	0	5	0	0	5
Texas Womans	0	0	0	2	8	0	0	10
61	0	2	11	2	55	0	0	70
Average	0.00	0.03	0.18	0.03	0.90	0.00	0.00	1.15
SD	0.00	0.25	1.02	0.25	4.30	0.00	0.00	5.17
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	0.00	2.00	7.00	2.00	32.00	0.00	0.00	36.00

Table II-3-c-(2)a
ALA Schools - Masters Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

	MEN							
	AI	AP	B	H	W	NA	F	TOTAL
Alabama	0	0	0	0	8	0	0	8
Albany	2	0	0	0	15	1	2	20
Alberta	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	21	0	0	21
Berkeley	0	1	1	1	27	0	1	31
Brigham Young	0	0	0	0	19	0	0	19
British Columbia	0	0	0	0	0	0	0	0
Buffalo	0	0	0	0	15	0	2	17
Catholic	0	1	1	0	13	1	0	16
Clarion	0	2	0	0	7	0	0	9
Columbia	0	0	1	0	9	0	2	12
Dalhousie	0	0	0	0	0	0	0	0
Drexel	0	0	1	0	22	0	2	25
Emporia	0	0	0	0	4	0	2	6
Florida State	0	0	0	0	0	0	0	0
Hawaii	0	4	0	0	4	0	3	11
Illinois	0	0	1	0	26	0	1	28
Indiana	0	1	0	0	31	0	2	34
Iowa	0	0	0	0	11	0	0	11
Kent State	0	0	0	0	14	0	0	14
Kentucky	0	0	0	0	23	0	0	23
Long Island-IS	0	0	0	0	2	0	0	2
Long Island-LS	0	0	0	0	16	0	0	16
Louisiana State	0	0	0	0	0	0	0	0

Maryland	0	2	1	27	0	0	0	30
McGill	0	0	0	0	0	0	0	0
Michigan	0	1	1	0	30	0	2	34
Missouri	0	1	0	0	13	0	0	14
Montreal	0	0	0	0	0	0	0	0
NC-Central	0	0	2	0	4	0	1	7
North Texas	0	0	0	0	18	0	0	18
Northern Illinois	0	0	0	0	1	0	0	1
Oklahoma	0	0	0	0	0	0	0	0
Pittsburgh-IS	0	2	2	0	35	0	1	40
Pittsburgh-LS	0	2	2	0	15	0	0	19
Pratt	0	1	3	0	8	0	2	14
Puerto Rico	0	0	9	0	0	0	0	9
Queens	0	0	2	0	14	0	1	17
Rhode Island	0	0	0	0	8	0	0	8
Rosary	2	0	0	0	10	0	0	12
Rutgers	0	0	1	1	18	2	0	22
San Jose	0	1	0	1	12	1	0	15
Simmons	0	1	1	0	30	0	2	34
South Carolina	1	0	2	0	16	0	0	19
Southern Conn.	0	0	0	0	13	0	0	13
South Florida	0	0	0	1	11	0	0	12
Southern Miss.	0	0	3	0	7	0	1	11
St. Johns	0	0	0	1	2	0	1	4
Syracuse	0	0	0	0	11	0	1	12
Tennessee	0	0	0	0	0	0	0	0
Texas-Austin	0	0	0	0	18	0	0	18
Texas Womans	0	0	0	0	9	0	0	9
Toronto	0	0	0	0	0	19	0	19
UCLA	0	2	1	0	16	0	0	19
UNC-Chapel Hill	0	0	0	0	14	0	1	15
UNC-Greensboro	0	0	1	0	4	0	0	5
Washington	0	0	0	0	20	0	0	20
Wayne State	0	0	0	0	9	0	1	10
Western Ontario	0	0	0	0	0	0	0	0
WI-Madison	0	0	0	1	20	0	1	22
WI-Milwaukee	0	0	0	0	10	0	5	15
61	5	22	36	33	683	24	37	840
Average	0.08	0.36	0.59	0.54	11.20	0.39	0.61	13.77
SD	0.38	0.77	1.34	3.43	9.22	2.42	0.98	9.94
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	2.00	4.00	9.00	27.00	35.00	19.00	5.00	40.00

Table II-3-c-(2)b
ALA Schools - Masters Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

				WOMEN				
	AI	AP	B	H	W	NA	F	TOTAL
Alabama	0	3	2	2	34	0	5	46
Albany	0	0	0	0	58	13	1	72
Alberta	0	0	0	0	0	0	0	29
Arizona	1	0	0	2	63	0	2	68
Berkeley		1	2	1	51		5	60
Brigham Young	0	0	0	1	28	0	3	32
British Columbia	0	0	0	0	0	0	0	0
Buffalo	0	0	4	1	66	0	13	84
Catholic	0	0	2	0	54	0	0	56
Clarion	0	2	2	1	41	0	0	46
Columbia	0	2	1	0	53	0	2	58
Dalhousie	0	0	0	0	0	0	0	30
Drexel	0	0	7	0	49	0	2	58
Emporia	0	0	0	0	22	0	2	24
Florida State	0	0	0	0	0	0	0	0
Hawaii	0	13	0	0	12	0	5	30
Illinois	0	2	2	1	58	0	9	72
Indiana	1	2	3	0	97	0	3	106
Iowa	0	0	0	0	29	0	0	29
Kent State	0	0	3	0	89	0	2	94
Kentucky	0	3	1	0	47	0	1	52
Long Island-IS	0	0	0	0	5	0	1	6
Long Island-LS	0	0	4	0	113	0	1	118
Louisiana State	0	0	2	1	38	0	1	42
Maryland	0	9	4	1	119	0	0	133
McGill	0	0	0	0	0	0	0	41
Michigan	0	2	8	1	76	0	2	89
Missouri	0	1	1	0	40	0	1	43
Montreal	0	0	0	0	0	0	0	0
NC-Central	2	0	10	0	25	0	1	38
North Texas	0	0	0	0	54	0	9	63
Northern Illinois	0	2	0	0	29	0	0	31
Oklahoma	0	0	0	0	0	0	0	41
Pittsburgh-IS	0	4	1	0	36	0	1	42
Pittsburgh-LS	0	1	6	0	55	0	0	62
Pratt	0	3	2	0	17	0	3	25
Puerto Rico	0	0	29	0	0	0	0	29
Queens	0	3	3	1	33	0	1	41
Rhode Island	0	1	0	0	38	0	1	40
Rosary	1	5	2	0	53	0	0	61
Rutgers	0	2	3	2	87	2	17	113
San Jose	1	2	0	5	42	5	2	57
Simmons	0	2	1	2	127	0	4	136
South Carolina	0	2	2	1	90	0	0	95
Southern Conn.	0	0	0	0	59	0	3	62

South Florida	0	3	2	1	51	0	1	58
Southern Miss.	0	0	2	0	18	0	1	21
St. Johns	0	1	3	1	18	0	3	26
Syracuse	0	0	0	0	42	0	4	46
Tennessee	0	0	0	0	0	0	0	0
Texas-Austin	0	0	2	1	31	0	2	36
Texas Womans	2	0	3	1	54	0	0	60
Toronto	0	0	0	0	0	62	0	62
UCLA	0	1	1	5	41	0	3	51
UNC-Chapel Hill	0	0	2	0	45	0	2	49
UNC-Greensboro	0	0	0	0	29	0	0	29
Washington	1	0	0	0	59	0	0	60
Wayne State	0	0	2	0	26	0	1	29
Western Ontario	0	0	0	0	0	0	0	92
WI-Madison	0	1	0	1	57	0	7	66
WI-Milwaukee	0	1	1	1	43	1	0	47
61	9	74	125	34	2501	83	127	2953
Average	0.15	1.21	2.05	0.56	41.00	1.36	2.08	52.23
SD	0.44	2.20	4.05	1.02	30.76	8.03	3.17	30.36
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	2.00	13.00	29.00	5.00	127.00	62.00	17.00	136.00

Table II-3-c-(3)a
ALA Schools - Post-Masters Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

				MEN				
	AI	AP	B	H	W	NA	F	TOTAL
Berkeley	0	0	0	0	0	0	1	1
Columbia	0	0	1	0	1	0	0	2
Illinois	0	0	0	0	1	0	0	1
Kent State	0	0	0	0	0	0	1	1
Long Island-LS	0	0	0	1	0	0	0	1
North Texas	0	0	0	0	2	0	0	2
Pratt	0	0	1	0	0	0	0	1
South Carolina	0	1	0	0	0	0	0	1
Southern Conn.	0	0	0	0	1	0	0	1
UNC-Greensboro	0	0	0	0	1	0	0	1
WI-Madison	0	0	1	0	0	0	0	1
61	0	1	3	1	6	0	2	13
Average	0.00	0.02	0.05	0.02	0.10	0.00	0.03	0.21
SD	0.00	0.13	0.22	0.13	0.35	0.00	0.18	0.48
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	0.00	1.00	1.00	1.00	2.00	0.00	1.00	2.00

Table II-3-c-(3)b
ALA Schools - Post-Masters Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

				WOMEN				
	AI	AP	B	H	W	NA	F	TOTAL
Berkeley	0	0	0		1	0	0	1
Buffalo	0	0	1	0	0	0	0	1
Catholic	0	0	0	0	1	0	0	1
Clarion	0	0	0	0	1	0	0	1
Columbia	0	0	0	1	8	0	0	9
Illinois	0	0	0	0	0	0	3	3
Indiana	0	0	0	1	2	0	1	4
Kent State	0	0	0	0	0	0	1	1
Louisiana State	0	0	1	0	3	0	1	5
North Texas	0	0	0	0	3	0	1	4
Pittsburgh-LS	0	0	0	0	6	0	0	6
Pratt	0	0	0	0	0	0	1	1
South Carolina	0	0	0	0	2	0	0	2
Southern Conn.	0	0	0	0	2	0	0	2
UCLA	0	0	0	0	1	0	0	1
UNC-Greensboro	0	0	0	0	2	0	0	2
61	0	0	2	2	32	0	8	44
Average	0.00	0.00	0.03	0.03	0.52	0.00	0.13	0.72
SD	0.00	0.00	0.18	0.18	1.41	0.00	0.46	1.67
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	0.00	0.00	1.00	1.00	8.00	0.00	3.00	9.00

Table II-3-c-(4)a
ALA Schools - Doctoral Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

				MEN				
	AI	AP	B	H	W	NA	F	TOTAL
Berkeley	0		1		3	0	0	4
Columbia	0	0	0	0	2	0	0	2
Illinois	0	0	0	0	2	0	0	2
Indiana	0	0	0	0	0	0	1	1
Pittsburgh-LS	0	0	3	0	2	0	2	7
Texas Womans	0	0	0	0	1	0	0	1
UNC-Chapel Hill	0	0	0	0	3	0	0	3
WI-Madison	0	1	0	0	0	0	0	1
61	0	1	4	0	13	0	3	21
Average	0.00	0.02	0.07	0.00	0.21	0.00	0.05	0.34
SD	0.00	0.13	0.40	0.00	0.68	0.00	0.28	1.13
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	0.00	1.00	3.00	0.00	3.00	0.00	2.00	7.00

Table II-3-c-(4)b
ALA Schools - Doctoral Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

	WOMEN							
	AI	AP	B	H	W	NA	F	TOTAL
Alabama	0	0	0	0	3	0	0	3
Berkeley	0	0	0		2	1	0	3
Drexel	0	0	0	0	3	0	0	3
Illinois	0	0	0	0	2	0	3	5
Indiana	0	0	0	0	3	0	1	4
Maryland	0	0	0	0	3	0	0	3
Michigan	0	0	0	0	1	0	0	1
North Texas	0	0	0	0	1	0	0	1
Pittsburgh-LS	0	1	0	0	4	0	0	5
Rutgers	0	0	0	0	5	0	0	5
Texas Womans	0	0	0	0	6	0	0	6
UCLA	0	0	0	0	1	0	0	1
61	0	1	0	0	34	1	4	40
Average	0.00	0.02	0.00	0.00	0.56	0.02	0.07	0.66
SD	0.00	0.13	0.00	0.00	1.31	0.13	0.40	1.51
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	0.00	1.00	0.00	0.00	6.00	1.00	3.00	6.00

Table II-3-c-(5)a
ALA Schools - All Levels
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

	MEN							
	AI	AP	B	H	W	NA	F	TOTAL
Alabama	0	0	0	0	8	0	0	8
Albany	2	0	0	0	15	1	2	20
Alberta	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	21	0	0	21
Berkeley		1	2	1	30	0	2	36
Brigham Young	0	0	0	0	19	0	0	19
British Columbia	0	0	0	0	0	0	0	0
Buffalo	0	0	0	0	15	0	2	17
Catholic	0	1	1	0	13	1	0	16
Clarion	0	2	0	0	7	0	0	9
Columbia	0	0	2	0	12	0	2	16
Dalhousie	0	0	0	0	0	0	0	0
Drexel	0	0	3	0	39	0	3	45
Emporia	0	0	0	0	4	0	2	6
Florida State	0	0	0	0	0	0	0	0

Hawaii	0	4	0	0	4	0	3	11
Illinois	0	0	1	0	29	0	1	31
Indiana	0	1	0	0	31	0	3	35
Iowa	0	0	0	0	11	0	0	11
Kent State	0	0	0	0	14	0	1	15
Kentucky	0	0	0	0	23	0	0	23
Long Island-IS	0	0	0	0	2	0	0	2
Long Island-LS	0	0	0	1	16	0	0	17
Louisiana State	0	0	1	0	19	0	4	24
Maryland	0	2	1	27	0	0	0	30
McGill	0	0	0	0	0	0	0	0
Michigan	0	1	1	0	30	0	2	34
Missouri	0	1	0	0	13	0	0	14
Montreal	0	0	0	0	0	0	0	0
NC-Central	0	0	2	0	4	0	1	7
North Texas	0	0	0	0	21	0	1	22
Northern Illinois	0	0	0	0	1	0	0	1
Oklahoma	0	0	0	0	0	0	0	0
Pittsburgh-IS	0	2	4	0	79	0	1	86
Pittsburgh-LS	0	2	5	0	17	0	2	26
Pratt	0	1	4	0	8	0	2	15
Puerto Rico	0	0	9	0	0	0	0	9
Queens	0	0	2	0	14	0	1	17
Rhode Island	0	0	0	0	8	0	0	8
Rosary	2	0	0	0	10	0	0	12
Rutgers	0	0	1	1	18	2	0	22
San Jose	0	1	0	1	12	1	0	15
Simmons	0	1	1	0	30	0	2	34
South Carolina	1	1	2	0	16	0	0	20
Southern Conn.	0	0	0	0	14	0	0	14
South Florida	0	0	0	1	11	0	0	12
Southern Miss.	0	0	3	0	7	0	1	11
St. Johns	0	0	0	1	2	0	1	4
Syracuse	0	0	0	0	12	0	1	13
Tennessee	0	0	0	0	0	0	0	0
Texas-Austin	0	0	0	0	18	0	0	18
Texas Womans	0	0	0	0	10	0	0	10
Toronto	0	0	0	0	0	19	0	19
UCLA	0	2	1	0	16	0	0	19
UNC-Chapel Hill	0	0	0	0	17	0	1	18
UNC-Greensboro	0	0	1	0	5	0	0	6
Washington	0	0	0	0	20	0	0	20
Wayne State	0	0	0	0	9	0	1	10
Western Ontario	0	0	0	0	0	0	0	0
WI-Madison	0	1	1	1	20	0	1	24
WI-Milwaukee	0	0	0	0	10	0	5	15
61	5	24	48	34	784	24	48	967
Average	0.08	0.39	0.79	0.56	12.85	0.39	0.79	15.85
SD	0.38	0.77	1.56	3.43	12.75	2.42	1.13	13.79
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	2.00	4.00	9.00	27.00	79.00	19.00	5.00	86.00

Table II-3-c-(5)b
ALA Schools - All Levels
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

	WOMEN							
	AI	AP	B	H	W	NA	F	TOTAL
Alabama	0	3	2	2	37	0	5	49
Albany	0	0	0	0	58	13	1	72
Alberta	0	0	0	0	0	0	0	0
Arizona	1	0	0	2	63	0	2	68
Berkeley		1	2	1	54	1	5	64
Brigham Young	0	0	0	1	28	0	3	32
British Columbia	0	0	0	0	0	0	0	0
Buffalo	0	0	5	1	66	0	13	85
Catholic	0	0	2	0	55	0	0	57
Clarion	0	2	2	1	43	0	0	48
Columbia	0	2	1	1	61	0	2	67
Dalhousie	0	0	0	0	0	0	0	0
Drexel	0	2	14	0	60	0	2	78
Emporia	0	0	0	0	22	0	2	24
Florida State	0	0	0	0	0	0	0	0
Hawaii	0	13	0	0	12	0	5	30
Illinois	0	2	2	1	60	0	15	80
Indiana	1	2	3	1	102	0	5	114
Iowa	0	0	0	0	29	0	0	29
Kent State	0	0	3	0	89	0	3	95
Kentucky	0	3	1	0	47	0	1	52
Long Island-IS	0	0	0	0	5	0	1	6
Long Island-LS	0	0	4	0	113	0	1	118
Louisiana State	0	0	3	1	41	0	2	47
Maryland	0	9	4	1	122	0	0	136
McGill	0	0	0	0	0	0	0	0
Michigan	0	2	8	1	77	0	2	90
Missouri	0	1	1	0	40	0	1	43
Montreal	0	0	0	0	0	0	0	0
NC-Central	2	0	10	0	25	0	1	38
North Texas	0	0	0	0	59	0	10	69
Northern Illinois	0	2	0	0	29	0	0	31
Oklahoma	0	0	0	0	0	0	0	0
Pittsburgh-IS	0	4	5	0	68	0	1	78
Pittsburgh-LS	0	2	6	0	65	0	0	73
Pratt	0	3	2	0	17	0	4	26
Puerto Rico	0	0	29	0	0	0	0	29
Queens	0	3	3	1	33	0	1	41
Rhode Island	0	1	0	0	38	0	1	40
Rosary	1	5	2	0	53	0	0	61
Rutgers	0	2	3	2	92	2	17	118
San Jose	1	2	0	5	42	5	2	57
Simmons	0	2	1	2	127	0	4	136
South Carolina	0	2	2	1	92	0	0	97
Southern Conn.	0	0	0	0	66	0	3	69
South Florida	0	3	2	1	51	0	1	58

Southern Miss.	0	0	2	0	18	0	1	21
St. Johns	0	1	3	1	18	0	3	26
Syracuse	0	0	0	0	42	0	4	46
Tennessee	0	0	0	0	0	0	0	0
Texas-Austin	0	0	2	1	31	0	2	36
Texas Womans	2	0	3	3	68	0	0	76
Toronto	0	0	0	0	0	62	0	62
UCLA	0	1	1	5	43	0	3	53
UNC-Chapel Hill	0	0	2	0	45	0	2	49
UNC-Greensboro	0	0	0	0	31	0	0	31
Washington	1	0	0	0	59	0	0	60
Wayne State	0	0	2	0	26	0	1	29
Western Ontario	0	0	0	0	0	0	0	0
WI-Madison	0	1	0	1	57	0	7	66
WI-Milwaukee	0	1	1	1	43	1	0	47
61	9	77	138	38	2622	84	139	3107
Average	0.15	1.26	2.26	0.62	42.98	1.38	2.28	50.93
SD	0.44	2.19	4.30	1.06	31.89	8.02	3.52	34.38
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	2.00	13.00	29.00	5.00	127.00	62.00	17.00	136.00

Table II-3-d-(1)a
Non-ALA Schools - Bachelors Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

	MEN							
	AI	AP	B	H	W	NA	F	TOTAL
Kutztown	0	0	0	0	0	1	0	1

Table II-3-d-(1)b
Non-ALA Schools - Bachelors Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

	WOMEN							
	AI	AP	B	H	W	NA	F	TOTAL
Kutztown	0	0	0	0	0	6	0	6

Table II-3-d-(2)a
Non-ALA Schools - Masters Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

	MEN							
	AI	AP	B	H	W	NA	F	TOTAL
Chicago State	0	0	0	0	0	1	0	1
East Carolina	0	0	0	0	0	3	0	3
Sam Houston	0	0	0	0	0	2	0	2
Shippenberg	0	0	0	0	0	1	0	1

Table II-3-d-(2)b
Non-ALA Schools - Masters Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

	WOMEN							
	AI	AP	B	H	W	NA	F	TOTAL
Chicago State	0	0	0	3	0	4	0	7
East Carolina	0	0	0	0	0	19	0	19
Kutztown	0	0	0	0	0	9	0	9
Mankato	0	0	0	0	0	8	0	8
Sam Houston	0	0	0	2	4	33	0	39
Shippenberg	0	0	0	0	0	5	0	5

Table II-3-d-(3)
Non-ALA Schools - Post-Masters Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

No degrees or certificates reported.

Table II-3-d-(4)
Non-ALA Schools - Doctoral Level
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

No degrees or certificates reported.

Table II-3-d-(5)a
Non-ALA Schools - All Levels
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

	MEN							
	AI	AP	B	H	W	NA	F	TOTAL
Chicago State	0	0	0	0	0	1	0	1
East Carolina	0	0	0	0	0	3	0	3
Kutztown	0	0	0	0	0	1	0	1
Sam Houston	0	0	0	0	0	2	0	2
Shippenberg	0	0	0	0	0	1	0	1

Table II-3-d-(5)b
Non-ALA Schools - All Levels
Degrees & Certificates Awarded 1988-89
by Sex and Ethnicity

	WOMEN							
	AI	AP	B	H	W	NA	F	TOTAL
Chicago State	0	0	0	3	0	4	0	7
East Carolina	0	0	0	0	0	19	0	19
Kutztown	0	0	0	0	0	15	0	15
Mankato	0	0	0	0	0	8	0	8
Sam Houston	0	0	0	2	4	33	0	39
Shippenberg	0	0	0	0	0	9	0	9

Table II-4. Enrollment, Fall 1989, by Sex and Ethnicity

Tables in this section profile students by sex and ethnicity. The data include citizens and permanent residents only. Definitions used in this section are based on the U.S. Department of Labor categories as defined in the previous section.

Table II-4-a
ALA Schools - Summary
Enrollment, Fall 1989 by Sex and Ethnicity

MEN

	AI	AP	B	H	W	NA	F	TOTAL
Bachelors	1	6	14	3	308	1	12	345
Masters	2	40	83	62	1824	89	140	2240
Post-Masters	1	0	0	0	36	3	7	47
Doctoral	0	11	1	5	139	4	60	220
Total	4	57	98	70	2307	97	219	2852

WOMEN

	AI	AP	B	H	W	NA	F	TOTAL
Bachelors	0	6	19	2	211	1	7	246
Masters	19	149	380	147	7178	363	333	8569
Post-Masters	3	3	8	2	109	0	24	149
Doctoral	2	15	18	5	178	8	60	286
Total	24	173	425	156	7676	372	424	9550

Table II-4-b
Non-ALA Schools - Summary
Enrollment, Fall 1989 by Sex and Ethnicity

MEN

	AI	AP	B	H	W	NA	F	TOTAL
Bachelors	0	0	0	0	0	7	0	7
Masters	0	0	1	0	3	5	0	9
Post-Masters	0	0	0	0	0	0	1	1
Doctoral	0	0	0	0	0	0	0	0
Total	0	0	1	0	3	12	1	17

WOMEN

	AI	AP	B	H	W	NA	F	TOTAL
Bachelors	0	1	0	1	1	35	0	38
Masters	0	1	4	33	29	367	0	434
Post-Masters	0	0	0	1	0	6	0	7
Doctoral	0	0	0	0	0	0	0	0
Total	0	2	4	35	30	408	0	47

Table II-4-c-(1)a
ALA Schools - Masters Level Enrollment
Fall 1989 by Sex and Ethnicity

				MEN				
	AI	AP	B	H	W	NA	F	TOTAL
Alabama	0	2	0	1	20	0	3	26
Albany	0	0	0	2	51	0	4	57
Alberta	0	0	0	0	0	0	0	0
Arizona	0	1	0	4	36	0	2	43
Berkeley	0	1	0	5	33	0	3	42
Brigham Young	0	0	0	0	38	0	4	42
British Columbia	0	0	0	0	0	0	0	0
Buffalo	0	0	2	0	34	0	0	36
Catholic	0	0	2	1	43	0	2	48
Clarion	0	0	0	0	21	0	7	28
Columbia	0	0	0	0	43	0	13	56
Dalhousie	0	0	0	0	0	0	0	0
Drexel	0	0	0	0	65	0	2	67
Emporia	0	0	1	1	50	0	3	55
Florida State	0	1	0	0	1	0	0	2
Hawaii	0	8	0	1	7	0	1	17
Illinois	0	0	0	1	42	0	3	46
Indiana	0	0	2	0	84	0	7	93
Iowa	0	0	1	0	20	0	0	21
Kent State	0	1	1	1	72	0	4	79
Kentucky	0	0	0	2	47	0	1	50
Long Island-IS	0	0	0	0	2	0	3	5
Long Island-LS	0	0	0	0	48	0	3	51
Louisiana State	0	0	0	0	30	0	1	31
Maryland	0	0	2	1	62	0	2	67
McGill	0	0	0	0	0	0	0	0
Michigan	0	0	2	5	58	0	1	66
Missouri	0	1	3	0	28	0	0	32
Montreal	0	0	0	0	0	0	0	0
NC-Central	0	0	5	0	11	0	4	20
North Texas	0	0	0	1	48	0	9	58
Northern Illinois	0	1	1	0	32	0	0	34
Oklahoma	0	0	1	0	16	9	0	26
Pittsburgh-IS	0	0	4	0	107	0	8	119
Pittsburgh-LS	0	0	2	0	20	0	5	27
Pratt	0	4	0	1	24	0	3	32
Puerto Rico	0	0	28	1	0	0	0	29
Queens	0	5	8	1	44	0	5	63
Rhode Island	0	0	0	0	17	0	0	17
Rosary	1	3	1	1	41	0	0	47
Rutgers	0	0	3	1	44	0	2	50
San Jose	0	3	1	3	31	8	1	47
Simmons	1	1	0	2	57	0	2	63
South Carolina	0	0	1	0	27	0	1	29
Southern Conn.	0	1	0	0	34	0	1	36
South Florida	0	0	0	0	0	22	0	22
Southern Miss.	0	0	0	0	13	0	1	14

St. Johns	0	0	2	1	21	0	9	33
Syracuse	0	0	0	0	12	0	0	12
Tennessee	0	1	0	14	5	2	0	22
Texas-Austin	0	3	0	4	57	0	6	70
Texas Womans	0	0	1	1	15	0	0	17
Toronto	0	0	0	0	0	48	0	48
UCLA	0	2	2	4	40	0	1	49
UNC-Chapel Hill	0	0	1	0	29	0	1	31
UNC-Greensboro	0	0	0	0	25	0	1	26
Washington	0	1	0	0	27	0	0	28
Wayne State	0	0	4	1	62	0	4	71
Western Ontario	0	0	0	0	0	0	0	0
WI-Madison	0	0	1	0	0	0	3	4
WI-Milwaukee	0	0	1	1	30	0	4	36
61	2	40	83	62	1824	89	140	2240
Average	0.03	0.66	1.36	1.02	29.90	1.46	2.30	36.72
SD	0.18	1.42	3.74	2.10	23.27	6.78	2.75	24.45
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	1.00	8.00	28.00	14.00	107.00	48.00	13.00	119.00

Table II-4-c-(1)b
ALA Schools - Masters Level Enrollment
Fall 1989 by Sex and Ethnicity

					WOMEN			
	AI	AP	B	H	W	NA	F	TOTAL
Alabama	0	4	9	1	102	0	5	121
Albany	0	2	2	0	220	0	0	224
Alberta	0	0	0	0	0	0	0	0
Arizona	2	1	2	7	198	0	4	214
Berkeley	2	6	5	6	77	0	5	101
Brigham Young	0	0	0	0	59	0	10	69
British Columbia	0	0	0	0	0	0	0	0
Buffalo	1	1	4	1	174	0	7	188
Catholic	0	3	4	1	136	0	3	147
Clarion	1	0	0	0	116	0	6	123
Columbia	0	3	1	3	75	4	12	98
Dalhousie	0	0	0	0	0	0	0	0
Drexel	0	1	9	0	179	0	1	190
Emporia	0	0	5	1	270	0	7	283
Florida State	0	2	0	0	0	0	0	2
Hawaii	0	25	0	0	28	0	5	58
Illinois	0	1	0	0	92	0	11	104
Indiana	0	0	3	1	298	0	11	313
Iowa	0	0	1	0	56	0	4	61
Kent State	0	4	6	0	275	0	8	293
Kentucky	0	2	0	1	153	0	0	156
Long Island-IS	0	0	0	0	11	0	3	14
Long Island-LS	0	0	1	0	328	0	3	332
Louisiana State	0	0	7	0	98	0	8	113
Maryland	0	6	12	1	231	0	24	274

McGill	0	0	0	0	0	0	0	0
Michigan	1	2	10	0	201	0	3	217
Missouri	0	7	1	1	113	0	0	122
Montreal	0	0	0	0	0	0	0	0
NC-Central	0	1	28	0	80	0	1	110
North Texas	0	1	2	4	202	0	8	217
Northern Illinois	0	7	2	1	190	0	0	200
Oklahoma	2	4	2	0	104	32	0	144
Pittsburgh-IS	0	0	4	0	88	0	13	105
Pittsburgh-LS	0	0	5	0	119	0	4	128
Pratt	0	1	17	2	32	0	6	58
Puerto Rico	0	0	91	0	0	0	0	91
Queens	0	11	15	5	127	0	5	163
Rhode Island	0	1	0	0	93	0	0	94
Rosary	0	4	9	1	217	0	0	231
Rutgers	0	3	11	2	166	1	29	212
San Jose	1	4	5	8	166	18	4	206
Simmons	1	4	4	4	302	0	11	326
South Carolina	0	1	23	0	210	5	0	239
Southern Conn.	0	1	4	2	216	3	7	233
South Florida	0	0	0	0	0	116	0	116
Southern Miss.	0	0	13	0	43	0	1	57
St. Johns	0	0	8	4	51	0	11	74
Syracuse	1	2	1	0	80	0	12	96
Tennessee	0	5	0	56	24	3	0	88
Texas-Austin	0	3	3	13	179	0	24	222
Texas Womans	1	2	10	7	172	0	0	192
Toronto	0	0	0	0	0	177	0	177
UCLA	0	12	4	9	114	0	12	151
UNC-Chapel Hill	1	0	1	0	108	0	5	115
UNC-Greensboro	0	0	2	0	130	0	5	137
Washington	3	5	3	1	134	0	9	155
Wayne State	1	0	29	3	231	4	6	274
Western Ontario	0	0	0	0	0	0	0	0
WI-Madison	1	6	0	0	0	0	12	19
WI-Milwaukee	0	1	2	1	110	0	8	122
61	19	149	380	147	7178	363	333	8569
Average	0.31	2.44	6.23	2.41	117.67	5.95	5.46	140.48
SD	0.64	3.94	12.72	7.40	89.04	26.87	6.21	89.13
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	3.00	25.00	91.00	56.00	328.00	177.00	29.00	332.00

Table II-4-c-(2)a
ALA Schools - Post-Masters Level Enrollment
Fall 1989 by Sex and Ethnicity

	MEN							
	AI	AP	B	H	W	NA	F	TOTAL
Albany	0	0	0	0	1	0	0	1
Berkeley	0	0	0	0	4	0	0	4
Buffalo	0	0	0	0	1	0	1	2
Clarion	1	0	0	0	0	0	1	2
Columbia	0	0	0	0	4	0	0	4
Drexel	0	0	0	0	2	0	0	2
Illinois	0	0	0	0	1	0	1	2
Indiana	0	0	0	0	0	0	1	1
Kent State	0	0	0	0	0	0	1	1
Michigan	0	0	0	0	1	0	0	1
North Texas	0	0	0	0	4	0	1	5
Pittsburgh-IS	0	0	0	0	2	0	0	2
Pittsburgh-LS	0	0	0	0	3	0	0	3
Pratt	0	0	0	0	0	0	1	1
Queens	0	0	0	0	1	0	0	1
Rutgers	0	0	0	0	1	0	0	1
Southern Conn.	0	0	0	0	1	0	0	1
South Florida	0	0	0	0	0	3	0	3
St. Johns	0	0	0	0	2	0	0	2
Texas-Austin	0	0	0	0	2	0	0	2
UNC-Greensboro	0	0	0	0	3	0	0	3
Wayne State	0	0	0	0	3	0	0	3
61	1	0	0	0	36	3	7	47
Average	0.02	0.00	0.00	0.00	0.59	0.05	0.11	0.77
SD	0.13	0.00	0.00	0.00	1.12	0.38	0.32	1.23
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	1.00	0.00	0.00	0.00	4.00	3.00	1.00	5.00

Table II-4-c-(2)b
ALA Schools - Post-Masters Level Enrollment
Fall 1989 by Sex and Ethnicity

	WOMEN							
	AI	AP	B	H	W	NA	F	TOTAL
Alabama	0	1	0	0	3	0	1	5
Berkeley	0	1	1	0	2	0	0	4
Buffalo	0	0	0	0	3	0	0	3
Catholic	0	0	0	0	4	0	0	4
Clarion	0	0	1	0	1	0	0	2
Columbia	0	0	0	0	3	0	1	4
Drexel	0	0	0	0	4	0	2	6
Hawaii	0	1	0	0	2	0	0	3
Illinois	0	0	0	0	8	0	5	13
Indiana	0	0	0	0	2	0	1	3

Louisiana State	0	0	2	0	6	0	0	8
Michigan	0	0	1	0	6	0	0	7
North Texas	0	0	1	1	5	0	0	7
Oklahoma	3	0	0	0	1	0	0	4
Pittsburgh-IS	0	0	0	0	3	0	0	3
Pittsburgh-LS	0	0	0	0	11	0	1	12
Queens	0	0	0	0	2	0	0	2
Rosary	0	0	0	0	2	0	0	2
Rutgers	0	0	0	0	1	0	0	1
South Carolina	0	0	0	0	10	0	0	10
Southern Conn.	0	0	0	0	11	0	0	11
St. Johns	0	0	1	0	9	0	0	10
Texas-Austin	0	0	0	0	1	0	3	4
UCLA	0	0	0	0	1	0	3	4
UNC-Chapel Hill	0	0	0	0	1	0	0	1
UNC-Greensboro	0	0	0	0	3	0	0	3
Wayne State	0	0	1	1	4	0	6	12
WI-Madison	0	0	0	0	0	0	1	1
61	3	3	8	2	109	0	24	149
Average	0.05	0.05	0.13	0.03	1.79	0.00	0.39	2.44
SD	0.38	0.22	0.38	0.18	2.89	0.00	1.13	3.61
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	3.00	1.00	2.00	1.00	11.00	0.00	6.00	13.00

Table II-4-c-(3)a
ALA Schools - Doctoral Level Enrollment
Fall 1989 by Sex and Ethnicity

	MEN							
	AI	AP	B	H	W	NA	F	TOTAL
Alabama	0	1	0	0	4	0	1	6
Berkeley	0	0	0	1	12	0	2	15
Columbia	0	0	0	0	10	0	1	11
Drexel	0	0	0	0	6	0	1	7
Florida State	0	0	0	0	1	0	0	1
Illinois	0	0	0	0	5	0	4	9
Indiana	0	0	1	0	17	0	10	28
Maryland	0	0	0	0	4	0	3	7
Michigan	0	0	0	0	2	0	3	5
North Texas	0	0	0	0	3	0	5	8
Pittsburgh-IS	0	0	0	0	7	0	3	10
Pittsburgh-LS	0	0	0	1	11	0	3	15
Rutgers	0	8	0	0	25	0	2	35

Simmons	0	0	0	1	3	0	0	4
Syracuse	0	0	0	0	7	0	7	14
Texas-Austin	0	0	0	0	4	0	1	5
Texas Womans	0	2	0	2	3	0	0	7
Toronto	0	0	0	0	0	4	6	10
UCLA	0	0	0	0	3	0	3	6
UNC-Chapel Hill	0	0	0	0	12	0	2	14
WI-Madison	0	0	0	0	0	0	3	3
61	0	11	1	5	139	4	60	220
Average	0.00	0.18	0.02	0.08	2.28	0.07	0.98	3.61
SD	0.00	1.05	0.13	0.33	4.71	0.51	1.97	6.80
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	0.00	8.00	1.00	2.00	25.00	4.00	10.00	35.00

Table II-4-c-(3)b
ALA Schools - Doctoral Level Enrollment
Fall 1989 by Sex and Ethnicity

				WOMEN				
	AI	AP	B	H	W	NA	F	TOTAL
Alabama	0	1	1	0	1	0	1	4
Berkeley	0	1	0	0	8	0	4	13
Columbia	1	0	0	1	13	0	6	21
Drexel	0	0	0	0	10	0	3	13
Florida State	0	0	0	0	1	0	0	1
Illinois	0	0	1	0	3	0	4	8
Indiana	0	0	2	1	21	0	11	35
Maryland	0	0	0	0	7	0	4	11
Michigan	0	0	0	0	2	0	0	2
North Texas	0	0	1	1	15	0	2	19
Pittsburgh-IS	0	0	0	0	7	0	1	8
Pittsburgh-LS	1	0	5	0	6	0	1	13
Rutgers	0	9	3	0	26	0	2	40
Simmons	0	0	0	0	10	0	3	13
Syracuse	0	0	0	0	9	0	5	14
Texas-Austin	0	0	0	2	2	0	4	8
Texas Womans	0	3	3	0	19	0	0	25
Toronto	0	0	0	0	0	8	4	12
UCLA	0	0	0	0	5	0	3	8
UNC-Chapel Hill	0	0	2	0	13	0	1	16
WI-Madison	0	1	0	0	0	0	1	2
61	2	15	18	5	178	8	60	286
Average	0.03	0.25	0.30	0.08	2.92	0.13	0.98	4.69
SD	0.18	1.21	0.89	0.33	5.79	1.02	2.00	8.67
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	1.00	9.00	5.00	2.00	26.00	8.00	11.00	40.00

Table II-4-c-(4)a
ALA Schools - Bachelors Level Enrollment Fall 1989 by Sex and Ethnicity

	MEN							
	AI	AP	B	H	W	NA	F	TOTAL
Clarion	0	0	0	0	4	0	0	4
Drexel	1	4	4	2	106	0	8	125
NC-Central	0	0	1	0	0	0	0	1
North Texas	0	0	0	0	5	0	1	6
Pittsburgh-IS	0	0	4	0	102	0	2	108
Rosary	0	0	0	0	1	0	0	1
Southern Conn.	0	0	2	0	4	0	1	7
Southern Miss.	0	0	0	0	2	0	0	2
Syracuse	0	2	3	1	84	0	0	90
Wayne State	0	0	0	0	0	1	0	1
61	1	6	14	3	308	1	12	345
Average	0.02	0.10	0.23	0.05	5.05	0.02	0.20	5.66
SD	0.13	0.56	0.84	0.28	21.12	0.13	1.05	23.45
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	1.00	4.00	4.00	2.00	106.00	1.00	8.00	125.00

Table II-4-c-(4)b
ALA Schools - Bachelors Level Enrollment Fall 1989 by Sex and Ethnicity

	WOMEN							
	AI	AP	B	H	W	NA	F	TOTAL
Clarion	0	0	0	0	31	0	1	32
Drexel	0	3	8	0	25	0	3	39
NC-Central	0	0	0	0	1	0	0	1
North Texas	0	0	0	0	14	0	1	15
Pittsburgh-IS	0	0	4	0	55	0	0	59
Southern Conn.	0	0	0	0	11	0	1	12
Southern Miss.	0	0	1	0	16	0	1	18
Syracuse	0	2	3	1	36	0	0	42
Texas Womans	0	1	2	1	18	0	0	22
Wayne State	0	0	1	0	4	1	0	6
61	0	6	19	2	211	1	7	246
Average	0.00	0.10	0.31	0.03	3.46	0.02	0.11	4.03
SD	0.00	0.47	1.21	0.18	9.99	0.13	0.45	11.46
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAX	0.00	3.00	8.00	1.00	55.00	1.00	3.00	59.00

Table II-4-d-(1)a
Non-ALA Schools - Masters Level Enrollment
Fall 1989 by Sex and Ethnicity
MEN

	AI	AP	B	H	W	NA	F	TOTAL
Chicago State	0	0	0	3	0	8	0	11
East Carolina	0	0	0	4	0	5	0	9
Mankato	0	0	0	0	0	5	0	5
Sam Houston	0	0	1	0	3	5	0	9
Shippenberg	0	0	0	0	0	6	0	0

Table II-4-d-(1)b
Non-ALA Schools - Masters Level Enrollment
Fall 1989 by Sex and Ethnicity
WOMEN

	AI	AP	B	H	W	NA	F	TOTAL
Chicago State	0	0	0	31	1	29	0	61
East Carolina	0	0	0	1	0	55	0	56
Kutztown	0	0	0	0	1	80	0	81
Mankato	0	0	0	0	1	39	0	40
Sam Houston	0	0	4	1	26	137	0	168
Shippenberg	0	1	0	0	0	27	0	28

Table II-4-d-(2)a
Non-ALA Schools - Post-Masters Level Enrollment
Fall 1989 by Sex and Ethnicity
MEN

	AI	AP	B	H	W	NA	F	TOTAL
East Carolina	0	0	0	0	0	0	1	1

Table II-4-d-(2)b
Non-ALA Schools - Post-Masters Level Enrollment
Fall 1989 by Sex and Ethnicity
WOMEN

	AI	AP	B	H	W	NA	F	TOTAL
East Carolina	0	0	0	1	0	4	0	5
Mankato	0	0	0	0	0	2	0	2

Table II-4-d-(4)a
Non-ALA Schools - Bachelors Level Enrollment
Fall 1989 by Sex and Ethnicity
MEN

	AI	AP	B	H	W	NA	F	TOTAL
Kutztown	0	0	0	0	0	7	0	7

Table II-4-d-(4)b
Non-ALA Schools - Bachelors Level Enrollment
Fall 1989 by Sex and Ethnicity
WOMEN

	AI	AP	B	H	W	NA	F	TOTAL
East Carolina	0	0	0	0	0	1	0	1
Kutztown	0	0	0	1	1	32	0	34
Shippenberg	0	1	0	0	0	2	0	3

Table II-5. In-State and Out-of-State Students Fall, 1989, Including Foreign Students

The following is a summary of the in-state [province] and out-of-state [province] enrollment for accredited and non-accredited schools. A breakdown by level and schools follows the summary.

Table II-5-a
ALA Schools - Summary
In-State & Out-of-State Students
Fall, 1989

	In-State	Out-State	Total
Bachelor	134	11	145
Masters	8092	2035	10127
Post-Masters	107	43	150
Doctoral	236	194	430
Total	8569	2283	10852

Table II-5-b
Non-ALA Schools - Summary
In-State & Out-of-State Students
Fall, 1989

	In-State	Out-State	Total
Bachelors	3	0	3
Masters	376	3	379
Post-Masters	7	1	8
Doctoral	0	0	0
Total	386	4	390

Table II-5-a-(1)
ALA Schools - Masters Level
In-State & Out-of-State Students
Fall, 1989

	In-State	Out-State	Total
Alabama	107	32	139
Albany	253	35	288
Alberta	72	18	90
Arizona	163	94	257
Berkeley	110	33	143
Brigham Young	46	65	111
British Columbia	70	10	80
Buffalo	210	14	224
Catholic	41	154	195
Clarion	60	80	140
Columbia	74	80	154
Dalhousie	32	25	57

Drexel	0	0	0
Emporia	0	0	0
Florida State	66	34	100
Hawaii	48	27	75
Illinois	89	60	149
Indiana	282	124	406
Iowa	62	20	82
Kent State	357	15	372
Kentucky	126	80	206
Long Island-IS	12	7	19
Long Island-LS	363	20	383
Louisiana State	117	27	144
Maryland	196	145	341
McGill	67	40	107
Michigan	217	66	283
Missouri	128	25	153
Montreal	136	20	156
NC-Central	106	6	112
North Texas	247	28	275
Northern Illinois	226	8	234
Oklahoma	not avail	0	0
Pittsburgh-IS	0	0	0
Pittsburgh-LS	0	0	0
Pratt	73	8	81
Puerto Rico	118	2	120
Queens	216	0	216
Rhode Island	60	51	111
Rosary	271	0	271
Rutgers	207	55	262
San Jose	244	9	253
Simmons	308	81	389
South Carolina	213	55	268
Southern Conn.	245	24	269
South Florida	0	0	0
Southern Miss.	52	19	71
St. Johns	99	8	107
Syracuse	0	0	0
Tennessee	91	19	110
Texas-Austin	240	53	293
Texas Womans	197	12	209
Toronto	211	14	225
UCLA	182	18	200
UNC-Chapel Hill	99	47	146
UNC-Greensboro	153	10	163
Washington	120	63	183
Wayne State	339	7	346
Western Ontario	0	0	0
WI-Madison	135	66	201
WI-Milwaukee	136	22	158
61	8092	2035	10127
Average	132.66	33.36	166.02
SD	97.80	35.20	108.82
MIN	0.00	0.00	0.00
MAX	363.00	154.00	406.00

Table II-5-a-(2)
ALA Schools - Post-Masters Level
In-State & Out-of-State Students
Fall, 1989

	In-State	Out-State	Total
Alabama	2	2	4
Albany	1	0	1
Berkeley	6	2	8
Buffalo	4	1	5
Catholic	0	4	4
Columbia	4	4	8
Florida State	6	2	8
Hawaii	2	1	3
Illinois	7	8	15
Indiana	2	2	4
Kent State	0	1	1
Louisiana State	8	0	8
Michigan	8	0	8
North Texas	10	2	12
Queens	3	0	3
Rosary	2	0	2
Rutgers	2	0	2
South Carolina	4	6	10
Southern Conn.	12	1	13
St. Johns	11	1	12
Texas-Austin	4	1	5
UCLA	1	3	4
UNC-Chapel Hill	0	1	1
Wayne State	8	0	8
WI-Madison	0	1	1
61	107	43	150
Average	1.75	0.70	2.46
SD	3.10	1.51	3.93
MIN	0.00	0.00	0.00
MAX	12.00	8.00	15.00

Table II-5-a-(3)
ALA Schools - Doctoral Level
In-State & Out-of-State Students
Fall, 1989

	In-State	Out-State	Total
Alabama	3	5	8
Alberta	1	0	1
Berkeley	21	7	28
Columbia	14	18	32
Florida State	7	14	21
Illinois	4	13	17
Indiana	27	15	42

Maryland	7	11	18
Michigan	3	4	7
North Texas	19	8	27
Rutgers	46	29	75
Simmons	7	10	17
Texas-Austin	9	4	13
Texas Womans	17	15	32
Toronto	11	11	22
UCLA	9	5	14
UNC-Chapel Hill	16	14	30
WI-Madison	15	11	26
61	236	194	430
Average	3.87	3.18	7.05
SD	8.26	6.03	13.91
MIN	0.00	0.00	0.00
MAX	46.00	29.00	75.00

Table II-5-a-(4)
ALA Schools - Bachelors Level
In-State & Out-of-State Students
Fall, 1989

	In-State	Out-State	Total
Clarion	33	2	35
NC-Central	20	0	20
North Texas	18	3	21
Rosary	1	0	1
Southern Conn.	15	4	19
Southern Miss.	20	0	20
Texas Womans	20	2	22
Wayne State	7	0	7
61	134	11	145
Average	2.20	0.18	2.38
SD	6.52	0.71	7.03
MIN	0.00	0.00	0.00
MAX	33.00	4.00	35.00

Table II-5-a-(5)
ALA Schools - All Levels
In-State & Out-of-State Students
Fall, 1989

	In-State	Out-State	Total
Alabama	112	39	151
Albany	254	35	289
Alberta	73	18	91
Arizona	163	94	257
Berkeley	137	42	179
Brigham Young	46	65	111
British Columbia	70	10	80
Buffalo	214	15	229

Catholic	41	158	199
Clarion	93	82	175
Columbia	92	102	194
Dalhousie	32	25	57
Drexel	0	0	0
Emporia	0	0	0
Florida State	79	50	129
Hawaii	50	28	78
Illinois	100	81	181
Indiana	311	141	452
Iowa	62	20	82
Kent State	357	16	373
Kentucky	126	80	206
Long Island-IS	12	7	19
Long Island-LS	363	20	383
Louisiana State	125	27	152
Maryland	203	156	359
McGill	67	40	107
Michigan	228	70	298
Missouri	128	25	153
Montreal	136	20	156
NC-Central	126	6	132
North Texas	294	41	335
Northern Illinois	226	8	234
Oklahoma	0	0	0
Pittsburgh-IS	0	0	0
Pittsburgh-LS	0	0	0
Pratt	73	8	81
Puerto Rico	118	2	120
Queens	219	0	219
Rhode Island	60	51	111
Rosary	274	0	274
Rutgers	255	84	339
San Jose	244	9	253
Simmons	315	91	406
South Carolina	217	61	278
Southern Conn.	272	29	301
South Florida	0	0	0
Southern Miss.	72	19	91
St. Johns	110	9	119
Syracuse	0	0	0
Tennessee	91	19	110
Texas-Austin	253	58	311
Texas Womans	234	29	263

Toronto	222	25	247
UCLA	192	26	218
UNC-Chapel Hill	115	62	177
UNC-Greensboro	153	10	163
Washington	120	63	183
Wayne State	354	7	361
Western Ontario	0	0	0
WI-Madison	150	78	228
WI-Milwaukee	136	22	158
61	8569	2283	10852
Average	140.48	37.43	177.90
SD	101.73	38.54	115.91
MIN	0.00	0.00	0.00
MAX	363.00	158.00	452.00

Table II-5-b-(1)
Non-ALA Schools - Masters Level
In-State & Out-of-State Students
Fall, 1989

	In-State	Out-State	Total
Chicago State	72	0	72
East Carolina	65	0	65
Kutztown	0	0	0
Mankato	43	2	45
Sam Houston	167	1	168
Shippenberg	29	0	29

Table II-5-b-(2)
Non-ALA Schools - Post-Masters Level
In-State & Out-of-State Students
Fall, 1989

	In-State	Out-State	Total
East Carolina	5	1	6
Kutztown	0	0	0
Mankato	2	0	2

Table II-5-b-(4)
Non-ALA Schools - Bachelors Level
In-State & Out-of-State Students
Fall, 1989

	In-State	Out-State	Total
East Carolina	1	0	1
Kutztown	0	0	0
Mankato	0	0	0
Sam Houston	0	0	0
Shippenberg	2	0	2

Table II-5-b-(5)
Non-ALA Schools - All Levels
In-State & Out-of-State Students
Fall, 1989

	In-State	Out-State	Total
Chicago State	72	0	72
East Carolina	71	1	72
Kutztown	0	0	0
Mankato	45	2	47
Sam Houston	167	1	168
Shippenberg	31	0	31

Table II-6. Foreign Student Enrollment, Fall 1989

Foreign students enrolled in various levels of both accredited and non-accredited schools are reported below.

Table II-6-a
ALA Schools - Summary
Foreign Student Enrollment, Fall 1989

	Men	Women	Total
Bachelors	14	7	21
Masters	216	545	761
Post-Masters	6	21	27
Doctoral	73	74	147
Total	309	647	956

Table II-6-b
Non-ALA Schools - Summary
Foreign Student Enrollment, Fall 1989

	Men	Women	Total
Bachelors	0	0	0
Masters	1	6	7
Post-Masters	1	0	1
Doctoral	0	0	0
Total	2	6	8

Table II-6-c-(1)
ALA Schools - Masters Level
Foreign Student Enrollment, Fall 1989

	Men	Women	Total
Alabama	3	5	8
Albany	5	6	11
Alberta	0	3	3
Arizona	2	4	6
Berkeley	2	6	8
Brigham Young	4	10	14
British Columbia	2	2	4
Buffalo	0	7	7
Catholic	2	3	5
Clarion	8	6	14
Columbia	13	12	25
Dalhousie	1	3	4
Drexel	2	1	3
Emporia	3	7	10
Florida State	2	2	4
Hawaii	17	58	75

Illinois	3	11	14
Indiana	7	11	18
Iowa	0	4	4
Kent State	4	7	11
Kentucky	1	0	1
Long Island-IS	3	3	6
Long Island-LS	1	1	2
Louisiana State	1	8	9
Maryland	4	24	28
McGill	0	9	9
Michigan	1	3	4
Missouri	2	8	10
Montreal	14	6	20
NC-Central	4	0	4
North Texas	9	8	17
Northern Illinois	1	7	8
Oklahoma	NA	0	0
Pittsburgh-IS	8	13	21
Pittsburgh-LS	5	4	9
Pratt	2	7	9
Puerto Rico	29	91	120
Queens	5	5	10
Rhode Island	0	0	0
Rosary	3	7	10
Rutgers	3	28	31
San Jose	1	4	5
Simmons	2	11	13
South Carolina	1	6	7
Southern Conn.	1	7	8
South Florida	0	0	0
Southern Miss.	1	1	2
St. Johns	9	11	20
Syracuse	0	12	12
Tennessee	2	3	5
Texas-Austin	6	24	30
Texas Womans	0	3	3
Toronto	0	0	0
UCLA	1	12	13
UNC-Chapel Hill	1	5	6
UNC-Greensboro	1	5	6
Washington	0	9	9
Wayne State	4	6	10
Western Ontario	4	7	11
WI-Madison	2	11	13
WI-Milwaukee	4	8	12
61	216	545	761
Average	3.54	8.93	12.48
SD	4.80	13.60	17.65
MIN	0.00	0.00	0.00
MAX	29.00	91.00	120.00

Table II-6-c-(2)
ALA Schools - Post-Masters Level
Foreign Student Enrollment, Fall 1989

	Men	Women	Total
Alabama	0	1	1
Buffalo	1	0	1
Columbia	0	1	1
Drexel	0	2	2
Hawaii	0	3	3
Illinois	1	5	6
Indiana	1	1	2
Kent State	1	0	1
North Texas	1	0	1
Pittsburgh-LS	0	1	1
Pratt	1	0	1
Texas-Austin	0	3	3
UCLA	0	3	3
WI-Madison	0	1	1
61	6	21	27
Average	0.10	0.34	0.44
SD	0.30	0.94	1.05
MIN	0.00	0.00	0.00
MAX	1.00	5.00	6.00

Table II-6-c-(3)
ALA Schools - Doctoral Level
Foreign Student Enrollment, Fall 1989

	Men	Women	Total
Alabama	1	1	2
Berkeley	2	4	6
Columbia	1	6	7
Drexel	1	3	4
Florida State	1	1	2
Illinois	4	4	8
Indiana	10	11	21
Maryland	3	4	7
Michigan	3	0	3
North Texas	5	2	7
Pittsburgh-IS	3	1	4
Pittsburgh-LS	3	1	4
Rutgers	10	11	21

Simmons	0	3	3
Syracuse	7	5	12
Texas-Austin	1	4	5
Texas Womans	2	3	5
Toronto	6	4	10
UCLA	3	3	6
UNC-Chapel Hill	2	1	3
Western Ontario	2	1	3
WI-Madison	3	1	4
61	73	74	147
Average	1.20	1.21	2.41
SD	2.27	2.36	4.46
MIN	0.00	0.00	0.00
MAX	10.00	11.00	21.00

Table II-6-c-(4)
ALA Schools - Bachelors Level
Foreign Student Enrollment, Fall 1989

	Men	Women	Total
Clarion	0	1	1
Drexel	8	3	11
North Texas	1	1	2
Pittsburgh-IS	2	0	2
Southern Conn.	1	1	2
Texas Womans	0	1	1
WI-Madison	2	0	2
61	14	7	21
Average	0.23	0.11	0.34
SD	1.08	0.45	1.47
MIN	0.00	0.00	0.00
MAX	8.00	3.00	11.00

Table II-6-c-(5)
ALA Schools - All Levels
Foreign Student Enrollment, Fall 1989

	Men	Women	Total
Alabama	4	7	11
Albany	5	6	11
Alberta	0	3	3
Arizona	2	4	6
Berkeley	4	10	14
Brigham Young	4	10	14
British Columbia	2	2	4
Buffalo	1	7	8
Catholic	2	3	5
Clarion	8	7	15
Columbia	14	19	33
Dalhousie	1	3	4

Drexel	11	9	20
Emporia	3	7	10
Florida State	3	3	6
Hawaii	17	61	78
Illinois	8	20	28
Indiana	18	23	41
Iowa	0	4	4
Kent State	5	7	12
Kentucky	1	0	1
Long Island-IS	3	3	6
Long Island-LS	1	1	2
Louisiana State	1	8	9
Maryland	7	28	35
McGill	0	9	9
Michigan	4	3	7
Missouri	2	8	10
Montreal	14	6	20
NC-Central	4	0	4
North Texas	16	11	27
Northern Illinois	1	7	8
Oklahoma	0	0	0
Pittsburgh-IS	13	14	27
Pittsburgh-LS	8	6	14
Pratt	3	7	10
Puerto Rico	29	91	120
Queens	5	5	10
Rhode Island	0	0	0
Rosary	3	7	10
Rutgers	13	39	52
San Jose	1	4	5
Simmons	2	14	16
South Carolina	1	6	7
Southern Conn.	2	8	10
South Florida	0	0	0
Southern Miss.	1	1	2
St. Johns	9	11	20
Syracuse	7	17	24
Tennessee	2	3	5
Texas-Austin	7	31	38
Texas Womans	2	7	9
Toronto	6	4	10
UCLA	4	18	22
UNC-Chapel Hill	3	6	9
UNC-Greensboro	1	5	6
Washington	0	9	9
Wayne State	4	6	10
Western Ontario	6	8	14
WI-Madison	7	13	20
WI-Milwaukee	4	8	12
61	309	647	956
Average	5.07	10.61	15.67
SD	5.49	14.44	19.02
MIN	0.00	0.00	0.00
MAX	29.00	91.00	120.00

Table II-6-d-(1)
Non-ALA Schools - Masters Level
Foreign Student Enrollment, Fall 1989

	Men	Women	Total
Chicago State	0	1	1
East Carolina	0	0	0
Kutztown	0	0	0
Mankato	0	0	0
Sam Houston	1	4	5
Shippenberg	0	1	1

Table II-6-d-(2)
Non-ALA Schools - Post-Masters Level
Foreign Student Enrollment, Fall 1989

	Men	Women	Total
East Carolina	1	0	1

Table II-6-d-(5)
Non-ALA Schools - All Levels
Foreign Student Enrollment, Fall 1989

	Men	Women	Total
Chicago State	0	1	1
East Carolina	1	0	1
Kutztown	0	0	0
Mankato	0	0	0
Sam Houston	1	4	5
Shippenberg	0	1	1

Table II-7. Foreign Student Enrollment by Country of Origin, Fall 1989

Two tables report on the country of origin for accredited and non-accredited schools.

Table II-7-1
ALA Schools - Foreign Student Enrollment
Fall, 1989

Country	Bachelors	Masters	Post-Masters	Doctoral	Total
Algeria		1		1	2
Arabia				1	1
Argentina		1		1	2
Australia				1	1
Austria		1			1
Bahrain		1			1
Barbados		2			2
Belgium		2			2
Benin		2			2
Bermuda	1				1
Brazil		7		4	11
Burkina Faso		1			1
Burma		1			1
Cameroon		5		2	7
Canada		14		4	18
Chile		1			1
Columbia		4			4
Congo		1			1
Costa Rica		1		1	2
Cyprus		1			1
Denmark		2			2
Djibouti		1			1
Dominican Republic		2		1	3
Ecuador		2			2
Egypt		3	1	0	4
England		6		1	7
Ethiopia		5			5
Fiji		1			1
Finland		1		1	2
France		5			5
Gabon		1			1
Ghana		2		1	3
Gr. Britain		1			1
Greece		4		2	6
Guatemala				1	1
Guyana		1			1
Holland		1			1
Hong Kong		25	1	0	26
Hungary		1	1		2
Iceland		2			2
India	2	13	3	5	23
Indonesia		4		2	6

Iran		4		1	5
Ireland	1			1	2
Israel	1	6	0	4	11
Italy		1			1
Jamaica		1			1
Japan	0	17	0	0	17
Jordan		4		1	5
Kenya	1	1	1	1	4
Korea	5	46	3	30	84
Kuwait		3		2	5
Lebanon	1	1	2	1	5
Malawi		1			1
Malaysia	2	4	0	1	7
Maroc		4			4
Mauritius		1			1
Mexico		1		1	2
Morocco		4	1		5
Netherlands	1	1			2
New Guinea		1			1
Niger		1			1
Nigeria		9		4	13
Oman		2			2
PRC	0	120	7	32	159
Pakistan		1			1
Paraguay		1			1
Peru		2			2
Philippines	1	4			5
Poland		2			2
Portugal	1				1
Puerto Rico		2		1	3
ROC	3	130	3	14	150
Romania		3			3
Russia		1			1
Rwanda		2			2
Saudi Arabia		3		10	13
Senegal		1			1
Seychelles	1				1
Singapore	1	6		1	8
Somalia		1			1
South Africa		3		1	4
Spain		1		0	1
Sri Lanka		2			2
Sudan		2			2
Swaziland		1			1
Sweden				1	1
Tanzania			1	1	2
Thailand	1	9	2	3	15
Trinidad		2		2	4
Turkey		1		1	2
UK		2			2
USA		6			6
Venezuela	1	1		1	3
Vietnam	2				2
West Germany	1	7	0	0	8

West Indies		2			2
Yemen		1			1
Yugoslavia		2		1	3
Zambia		1		1	2
Zimbabwe		1			1
	27	565	26	146	764

Table II-7-2
Non-ALA Schools - Foreign Student Enrollment
Fall, 1989

Country	Bachelors	Masters	Post-Masters	Doctoral	Total
England			1		1
India		1			1
Iran		1			1
PRC		5			5
	0	7	1	0	8

Table II-8. Student Enrollment by Age and Sex

Table II-8-a
ALA Schools - Summary
Student Enrollment by Age and Sex
[As of January, 1990]

MEN

		20-24	25-29	30-34	35-39	40-44
Bachelors	61	11	2	2	3	0
Masters	61	147	478	485	398	237
Post-Masters	61	1	1	5	10	11
Doctoral	61	0	17	34	42	43
Total	61	159	498	526	453	291

	45-49	50-54	55+	Total
Bachelors	1	0	0	19
Masters	103	62	28	1938
Post-Masters	1	1	2	32
Doctoral	17	9	6	168
Total	122	72	35	2156

WOMEN

		20-24	25-29	30-34	35-39	40-44
Bachelors	61	36	8	9	10	12
Masters	61	648	1426	1213	1351	1228
Post-Masters	61	10	39	55	112	79
Doctoral	61	1	20	47	59	67
Total	61	695	1493	1324	1532	1386

	45-49	50-54	55+	Total
Bachelors	6	2	3	86
Masters	764	320	157	7107
Post-Masters	51	19	10	375
Doctoral	47	16	13	270
Total	868	357	183	7838

Table II-8-b
Non-ALA Schools - Summary
Student Enrollment by Age and Sex
[As of January, 1990]

MEN

		20-24	25-29	30-34	35-39	40-44
Bachelors	6	0	0	0	0	0
Masters	6	0	2	5	10	9
Post-Masters	6	0	0	0	0	0
Doctoral	6	0	0	0	0	0
Total	6	0	2	5	10	-9

	45-49	50-54	55+	Total
Bachelors	0	0	0	0
Masters	1	1	0	28
Post-Masters	0	0	0	0
Doctoral	0	0	0	0
Total	1	1	0	28

WOMEN

		20-24	25-29	30-34	35-39	40-44
Bachelors	6	1	0	0	0	0
Masters	6	8	29	39	79	79
Post-Masters	6	0	0	0	2	4
Doctoral	6	0	0	0	0	0
Total	6	9	29	39	81	83

	45-49	50-54	55+	Total
Bachelors	0	0	0	1
Masters	37	19	8	298
Post-Masters	0	0	0	6
Doctoral	0	0	0	0
Total	37	19	8	305

Table II-9
Students by Sex & Highest Degree Held

Information not requested.

Table II-10
Students by Undergraduate Major, Sex, and Program Level

Information not requested.

Table II-11. Scholarship Aid Awarded

Schools were asked to report the number and amount of scholarship aid awarded. Amounts reflect awards for the most recently completed fiscal year. Awards administered directly through the school of library and information science, federal awards, awards made through parent institutions, and awards made through the school from nonfederal sources were included. Excluded are awards made directly to the student from outside sources and work/study.

Table II-11-a-(1)
ALA Schools - Masters Level
Scholarship Aid Awarded by Amount and Sex

	Men	Amount	Women	Amount	Total Nr	Total Amount
Alabama	6	39424	4	3808	10	43232
Albany	6	36600	17	90700	23	127300
Alberta	2	1200	5	17100	7	18300
Arizona	2	9278	13	26500	15	35778
Berkeley	6	24051.5	21	88161	27	112212.5
Brigham Young	16	6791	47	17668	63	24459
British Columbia	2	1750	15	10202	17	11952
Buffalo	0	0	4	22934	4	22934
Catholic	1	2338	10	37275	11	39613
Clarion	0	0	0	0	0	0
Columbia	5	64172	18	208542	23	272714
Dalhousie	2	3702	18	32467	20	36169
Drexel	0	0	4	6500	4	6500
Emporia	6	1400	13	6950	19	8350
Florida State	6	9749	14	23514	20	33263
Hawaii	13	50111	24	85065	37	135176
Illinois	1	4319	4	57371	5	61690
Indiana	20	31992	91	162392	111	194384
Iowa	7	5628	15	12311	22	17939
Kent State	1	100	5	4048	6	4148
Kentucky	3	7000	5	11770	8	18770
Long Island-IS	0	0	0	0	0	0
Long Island-LS	0	0	0	0	0	0
Louisiana State	1	750	7	5790	8	6540
Maryland	19	0	52	0	71	0
McGill	2	9300	7	19000	9	28300
Michigan	16	108605	47	217305	63	325910
Missouri	3	994	4	3838	7	4832
Montreal	0	0	0	0	0	0
NC-Central	4	3750	21	11500	25	15250
North Texas	1	1694	4	800	5	2494
Northern Illinois	0	0	2	5500	2	5500
Oklahoma	0	0	16	7568	16	7568
Pittsburgh-IS	21	74239	15	84220	36	158459
Pittsburgh-LS	2	9000	24	102113	26	111113
Pratt	2	0	3	0	5	0
Puerto Rico	0	0	0	0	0	0
Queens	0	0	1	10800	1	10800
Rhode Island	1	350	4	2195	5	2545

Rosary	4	4000	18	29000	22	33000
Rutgers	5	610	40	15532	45	16142
San Jose	2	7500	6	19500	8	27000
Simmons	8	22858	49	94400	57	117258
South Carolina	3	1950	3	4500	6	6450
Southern Conn.	0	0	2	1000	2	1000
South Florida	3	550	7	2150	10	2700
Southern Miss.	1	800	3	2000	4	2800
St. Johns	0	0	0	0	0	0
Syracuse	5	25237	10	58075	15	83312
Tennessee	0	0	0	0	0	0
Texas-Austin	17	7516	31	9268	48	16784
Texas Womans	4	1078	22	18772	26	19850
Toronto	11	58000	37	138160	48	196160
UCLA	9	29928	19	65490	28	95418
UNC-Chapel Hill	10	28762	12	33208	22	61970
UNC-Greensboro	0	0	4	5000	4	5000
Washington	6	9300	10	26149	16	35449
Wayne State	7	5318	13	19661	20	24979
Western Ontario	10	35035.81	23	61142.24	33	96178.05
WI-Madison	5	6179	13	3690	18	9869
WI-Milwaukee	2	10300	8	18370	10	28670
61	289	763209.31	884	2020974.24	1173	2784183.55
Average	4.74	12511.63	14.49	33130.73	19.23	45642.35
SD	5.45	21150.76	16.36	48611.51	20.86	67445.78
MIN	0.00	0.00	0.00	0.00	0.00	0.00
MAX	21.00	108605.00	91.00	217305.00	111.00	325910.00

Table II-11-a-(2)
ALA Schools - Post-Masters Level
Scholarship Aid Awarded by Amount and Sex

	Men	Amount	Women	Amount	Total	Total Amt
Columbia	0	0	2	15048	2	15048
Illinois	0	0	1	9319	1	9319
Kent State	2	5608	1	1957	3	7565
61	2	5608	4	26324	6	31932
Average	0.03	91.93	0.07	431.54	0.10	523.48
SD	0.25	712.12	0.31	2238.84	0.47	2408.32
MIN	0.00	0.00	0.00	0.00	0.00	0.00
MAX	2.00	5608.00	2.00	15048.00	3.00	15048.00

Table II-11-a-(3)
ALA Schools - Doctoral Level
Scholarship Aid Awarded by Amount and Sex

	Men	Amount	Women	Amount	Total N	Total Amt
Berkeley	2	18000.5	4	15360	6	33360.5
Columbia	0	0	1	2508	1	2508
Florida State	2	8388	3	12867	5	21255
Illinois	4	36676	4	25069	8	61745
Indiana	1	5056	12	46488	13	51544
Maryland	1	0	1	0	2	0
Michigan	1	1500	1	5000	2	6500
North Texas	1	50	1	8860	2	8910
Pittsburgh-IS	4	23269	4	27700	8	50969
Pittsburgh-LS	2	4802	6	65506	8	70308
Rutgers	1	10000	1	10200	2	20200
Syracuse	2	16867	1	16000	3	32867
Texas-Austin	1	250	3	650	4	900
Texas Womans	5	9930	15	13902	20	23832
Toronto	9	81500	3	23200	12	104700
UCLA	3	8340	4	8687	7	17027
UNC-Chapel Hill	4	11954	5	20862	9	32816
Western Ontario	4	30300	5	45823	9	76123
WI-Madison	1	600	0	0	1	600
61	48	267482.5	74	348682	122	616164.5
Average	0.79	4384.96	1.21	5716.10	2.00	10101.06
SD	1.64	12423.70	2.75	12847.46	4.00	22050.62
MIN	0.00	0.00	0.00	0.00	0.00	0.00
MAX	9.00	81500.00	15.00	65506.00	20.00	104700.00

Table II-11-a-(4)
ALA Schools - Undergraduate Level
Scholarship Aid Awarded by Amount and Sex

	Men	Amount	Women	Amount	Total	Total Amt
Texas Womans	0	0	5	6640	5	6640
61	0	0	5	6640	5	6640
Average	0.00	0.00	0.08	108.85	0.08	108.85
SD	0.00	0.00	0.63	843.17	0.63	843.17
MIN	0.00	0.00	0.00	0.00	0.00	0.00
MAX	0.00	0.00	5.00	6640.00	5.00	6640.00

Table II-11-a-(5)
ALA Schools - All Levels
Scholarship Aid Awarded by Amount and Sex

	Men	Amount	Women	Amount	Total	Total Amt
Alabama	6	39424	4	3808	10	43232
Albany	6	36600	17	90700	23	127300
Alberta	2	1200	5	17100	7	18300
Arizona	2	9278	13	26500	15	35778
Berkeley	8	42052	25	103521	33	145573
Brigham Young	16	6791	47	17668	63	24459
British Columbia	2	1750	15	10202	17	11952
Buffalo	0	0	4	22934	4	22934
Catholic	1	2338	10	37275	11	39613
Clarion	0	0	0	0	0	0
Columbia	5	64172	21	226098	26	290270
Dalhousie	2	3702	18	32467	20	36169
Drexel	0	0	4	6500	4	6500
Emporia	6	1400	13	6950	19	8350
Florida State	8	18137	17	36381	25	54518
Hawaii	13	50111	24	85065	37	135176
Illinois	5	40995	9	91759	14	132754
Indiana	21	37048	103	208880	124	245928
Iowa	7	5628	15	12311	22	17939
Kent State	3	5708	6	6005	9	11713
Kentucky	3	7000	5	11770	8	18770
Long Island-IS	0	0	0	0	0	0
Long Island-LS	0	0	0	0	0	0
Louisiana State	1	750	7	5790	8	6540
Maryland	20	0	53	0	73	0
McGill	2	9300	7	19000	9	28300
Michigan	17	110105	48	222305	65	332410
Missouri	3	994	4	3838	7	4832
Montreal	0	0	0	0	0	0
NC-Central	4	3750	21	11500	25	15250
North Texas	2	1744	5	9660	7	11404
Northern Illinois	0	0	2	5500	2	5500
Oklahoma	0	0	16	7568	16	7568
Pittsburgh-IS	25	97508	19	111920	44	209428
Pittsburgh-LS	4	13802	30	167619	34	181421
Pratt	2	0	3	0	5	0
Puerto Rico	0	0	0	0	0	0
Queens	0	0	1	10800	1	10800
Rhode Island	1	350	4	2195	5	2545
Rosary	4	4000	18	29000	22	33000
Rutgers	6	10610	41	25732	47	36342
San Jose	2	7500	6	19500	8	27000
Simmons	8	22858	49	94400	57	117258
South Carolina	3	1950	3	4500	6	6450
Southern Conn.	0	0	2	1000	2	1000
South Florida	3	550	7	2150	10	2700
Southern Miss.	1	800	3	2000	4	2800
St. Johns	0	0	0	0	0	0
Syracuse	7	42104	11	74075	18	116179

Tennessee	0	0	0	0	0	0
Texas-Austin	18	7766	34	9918	52	17684
Texas Womans	9	11008	42	39314	51	50322
Toronto	20	139500	40	161360	60	300860
UCLA	12	38268	23	74177	35	112445
UNC-Chapel Hill	14	40716	17	54070	31	94786
UNC-Greensboro	0	0	4	5000	4	5000
Washington	6	9300	10	26149	16	35449
Wayne State	7	5318	13	19661	20	24979
Western Ontario	14	65335.81	28	106965.24	42	172301.05
WI-Madison	6	6779	13	3690	19	10469
WI-Milwaukee	2	10300	8	18370	10	28670
61	339	1036299.81	967	2402620.24	1306	3438920.05
Average	5.56	16988.52	15.85	39387.22	21.41	56375.74
SD	6.24	28356.73	17.95	56835.21	23.04	81215.27
MIN	0.00	0.00	0.00	0.00	0.00	0.00
MAX	25.00	139500.00	103.00	226098.00	124.00	332410.00

Table II-11-b-(1)
Non-ALA Schools - Masters Level
Scholarship Aid Awarded by Amount and Sex

	Men	Amount	Women	Amount	Total Nr	Total Amount
Sam Houston	0	0	2	1500	2	1500

Table II-11-b-(4)
Non-ALA Schools - Undergraduate Level
Scholarship Aid Awarded by Amount and Sex

	Men	Amount	Women	Amount	Total	Total Amt
Kutztown	0	0	6	3100	6	3100

Table II-11-b-(5)
Non-ALA Schools - All Levels
Scholarship Aid Awarded by Amount and Sex

	Men	Amount	Women	Amount	Total	Total Amt
Kutztown	0	0	6	3100	6	3100
Sam Houston	0	0	2	1500	2	1500
	0	0	8	4600	8	4600

Table II-12. Assistantships Awarded

Each school was asked to report on assistantships awarded in the most recently completed fiscal year. Average number of hours was also requested, if applicable.

Table II-12-a-1
ALA Schools - Masters Level
Assistantships Awarded

	#		Amount		Hours
	Men	Women	Men	Women	of Work
Alabama	6	17	18000	51000	10
Albany	0	0	0	0	0
Alberta	3	4	7925	7608	3
Arizona	2	15	7609	53262	10
Berkeley	1	9	2007	11788	11
Brigham Young	3	6	4000	6800	7.2
British Columbia	0	0	0	0	0
Buffalo	5	12	50750	121800	20
Catholic	2	8	0	0	28
Clarion	8	12	6200	10850	0
Columbia	0	0	0	0	0
Dalhousie	0	0	0	0	0
Drexel	7	9	0	0	20
Emporia	6	8	22628	25248	20
Florida State	7	16	10329	20516	11.86
Hawaii	0	0	0	0	0
Illinois	39	57	313663	530570	15
Indiana	4	26	10699	67642	14
Iowa	2	7	9000	31500	12
Kent State	7	6	36045	32040	20
Kentucky	9	26	44965	117830	15
Long Island-IS	0	0	0	0	0
Long Island-LS	6	26	9928	30420	6
Louisiana State	0	0	0	0	0
Maryland	19	13	0	0	0
McGill	0	8	0	8030	10
Michigan	10	7	111110	7770	22
Missouri	4	6	24000	36000	20
Montreal	0	0	0	0	0
NC-Central	0	3	0	6000	10
North Texas	3	8	5523	13293	15
Northern Illinois	1	2.5	3780	8505	70
Oklahoma	0	0	0	0	0
Pittsburgh-IS	14	13	34500	33000	20
Pittsburgh-LS	5	17	7500	25500	10
Pratt	0	0	4	8	8
Puerto Rico	0	0	0	0	0
Queens	0	0	0	0	0
Rhode Island	2	5	5837.5	9062.5	10
Rosary	2	1	3690	1350	10

Rutgers	1	2	12000	24000	15
San Jose	0	0	0	0	0
Simmons	0	0	0	0	0
South Carolina	3	15	12500	37500	11.7
Southern Conn.	2	3	3600	6000	15
South Florida	5	13	10500	31400	19.1
Southern Miss.	4	9	12030	27530	18
St. Johns	4	9	0	0	15
Syracuse	6	9	39756	85286	20
Tennessee	0	0	0	0	0
Texas-Austin	13	21	22279	27554	13
Texas Womans	0	2	0	5150	20
Toronto	0	0	0	0	0
UCLA	4	8	16819	33.638	
UNC-Chapel Hill	13	33	76762	212192	18
UNC-Greensboro	0	8	18600	20	0
Washington	1	0	7974	0	20
Wayne State	20	53	35320	129267	20
Western Ontario	10	25	16096	31584	5 hr/wk
WI-Madison	1	1	397	5943	13.3/wk
WI-Milwaukee	1	4	6842	21980	12
61	265.00	562.50	1041167.50	1912852.14	644.86
Average	4.34	9.22	17068.32	31358.23	10.57
SD	6.43	11.61	43034.48	75010.36	11.18
MIN	0.00	0.00	0.00	0.00	0.00
MAX	39.00	57.00	313663.00	530570.00	70.00

Table II-12-a-2
ALA Schools - Post-Masters Level
Assistantships Awarded

	#		Amount		Hours
	Men	Women	Men	Women	of Work
Berkeley	2	1	6510	3705	15
Buffalo	1	0	14600	0	20
Florida State	0	1	0	304	10
Illinois	2	4	19738	39202	17
Louisiana State	1	1	8089	8025.84	20
61	6	7	48937	51236.84	82
Average	0.10	0.11	802.25	839.95	1.34
SD	0.39	0.55	3317.37	5076.45	4.62
MIN	0.00	0.00	0.00	0.00	0.00
MAX	2.00	4.00	19738.00	39202.00	20.00

Table II-12-a-3
ALA Schools - Doctoral Level
Assistantships Awarded

	#		Amount		Hours
	Men	Women	Men	Women	of Work
Alabama	2	4	6000	12000	0
Berkeley	6	7	11972	14325	12
Columbia	2	2	24036	15918	15
Drexel	1	3	0	0	20
Florida State	2	4	2384	5115	11
Illinois	3	4	26457	31640	13
North Texas	1	1	1666	3233	15
Pittsburgh-IS	3	3	11100	11100	0
Pittsburgh-LS	2	4	6000	12000	20
Rutgers	8	10	71395	88719	15
Syracuse	6	3	53845	36603	20
Texas-Austin	6	5	13333	13929	13
Texas Womans	3	1	9750	3200	20
Toronto	5	4	8075	6090	59
UCLA	4	3	18676	14007	0
UNC-Chapel Hill	2	4	12250	15000	20
Western Ontario	3	2	22084	6411	10 hr/w
WI-Madison	1	4	10698	27119	13.5 -
61	62	73	309721	316409	253
Average	1.02	1.20	5077.39	5187.03	4.15
SD	1.87	2.10	12471.41	13377.37	9.67
MIN	0.00	0.00	0.00	0.00	0.00
MAX	8.00	10.00	71395.00	88719.00	59.00

Table II-12-a-4
ALA Schools - Bachelors Level
Assistantships Awarded

	#		Amount		Hours
	Men	Women	Men	Women	of Work
Albany	5	15	32100	98100	18.8
61	5	15	32100	98100	18.8
Average	0.08	0.25	526.23	1608.20	0.31
SD	0.63	1.90	4076.16	12457.04	2.39
MIN	0.00	0.00	0.00	0.00	0.00
MAX	5.00	15.00	32100.00	98100.00	18.80

Table II-12-a-5
ALA Schools - All Levels
Assistantships Awarded

	#		Amount		Hours
	Men	Women	Men	Women	of Work
Alabama	8	21	24000	63000	10
Albany	5	15	32100	98100	18.8
Alberta	3	4	7925	7608	3
Arizona	2	15	7609	53262	10
Berkeley	9	17	20489	29818	38
Brigham Young	3	6	4000	6800	7.2
British Columbia	0	0	0	0	0
Buffalo	6	12	65350	121800	40
Catholic	2	8	0	0	28
Clarion	8	12	6200	10850	0
Columbia	2	2	24036	15918	15
Dalhousie	0	0	0	0	0
Drexel	8	12	0	0	40
Emporia	6	8	22628	25248	20
Florida State	9	21	12713	25935	32.86
Hawaii	0	0	0	0	0
Illinois	44	65	359858	601412	45
Indiana	4	26	10699	67642	14
Iowa	2	7	9000	31500	12
Kent State	7	6	36045	32040	20
Kentucky	9	26	44965	117830	15
Long Island-IS	0	0	0	0	0
Long Island-LS	6	26	9928	30420	6
Louisiana State	1	1	8089	8025.84	20
Maryland	21	18	0	0	0
McGill	0	8	0	8030	10
Michigan	10	7	111110	7770	22
Missouri	4	6	24000	36000	20
Montreal	0	0	0	0	0
NC-Central	0	3	0	6000	10
North Texas	4	9	7189	16526	30
Northern Illinois	1	2.5	3780	8505	70
Oklahoma	0	0	0	0	0
Pittsburgh-IS	17	16	45600	44100	20
Pittsburgh-LS	7	21	13500	37500	30
Pratt	0	0	4	8	8
Puerto Rico	0	0	0	0	0
Queens	0	0	0	0	0
Rhode Island	2	5	5837.5	9062.5	10
Rosary	2	1	3690	1350	10
Rutgers	9	12	83395	112719	30
San Jose	0	0	0	0	0
Simmons	0	0	0	0	0
South Carolina	3	15	12500	37500	11.7
Southern Conn.	2	3	3600	6000	15
South Florida	5	13	10500	31400	19.1
Southern Miss.	4	9	12030	27550	18
St. Johns	4	9	0	0	15

Syracuse	12	12	93601	121889	40
Tennessee	0	0	0	0	0
Texas-Austin	19	26	35612	41483	26
Texas Womans	3	3	9750	8350	40
Toronto	5	4	8075	6090	59
UCLA	8	11	35495	14040.638	0
UNC-Chapel Hill	15	37	89012	227192	38
UNC-Greensboro	0	8	18600	20	0
Washington	1	0	7974	0	20
Wayne State	20	53	35320	129267	20
Western Ontario	13	27	38180	37995	0
WI-Madison	2	5	11095	33062	0
WI-Milwaukee	1	4	6842	21980	12
61	338	657.5	1431925.5	2378597.978	998.66
Average	5.54	10.78	23474.19	38993.41	16.37
SD	7.25	12.46	50019.89	84320.97	15.78
MIN	0.00	0.00	0.00	0.00	0.00
MAX	44.00	65.00	359858.00	601412.00	70.00

Table II-12-b-1
Non-ALA Schools - Masters Level
Assistantships Awarded

	#		Amount		Hours
	Men	Women	Men	Women	of Work
Chicago State	1	2	3000	6000	20
East Carolina	1	6	8800	36800	22.7
Kutztown	0	1	0	5000	20
Shippenberg	0	2			10

Table II-12-b-2
Non-ALA Schools - Post-Masters Level
Assistantships Awarded

	#		Amount		Hours
	Men	Women	Men	Women	of Work
East Carolina	0	1	0	10400	39

Table II-12-b-5
Non-ALA Schools - All Levels
Assistantships Awarded

	#		Amount		Hours
	Men	Women	Men	Women	of Work
Chicago State	1	2	3000	6000	20
East Carolina	1	7	8800	47200	22.7
Kutztown	0	1	0	5000	20
Shippenberg	0	2			10

Table II-13. Tuition and Fees for Programs

The following tables detail responses from schools asked to supply information on the complete cost of a degree and the cost per credit.

Table II-13-a-(1)
ALA Schools - Masters Level
Tuition & Fees and Per Credit Tuition

	In-State	Out-State	In	Out
Alabama	2586.00	6390.00	73.00	194.00
Albany	2720.00	6875.00	90.00	230.00
Alberta	2193.00	3126.00	118.50	177.75
Arizona	2043.00	7299.00	71.00	71.00
Berkeley	1900.50	7699.50	0.00	0.00
Brigham Young	3150.00	4725.00	116.00	174.00
British Columbia	1793.75	4295.00	111.00	277.50
Buffalo	2690.00	5752.00	90.00	192.00
Catholic	15495.00	15495.00	388.00	388.00
Clarion	3492.00	4122.00	121.00	144.00
Columbia	21648.00	21648.00	451.00	451.00
Dalhousie	3842.00	7242.00	186.00	186.00
Drexel	16488.00	0.00	270.00	0.00
Emporia	775.50	1722.50	55.60	118.85
Florida State	2684.70	7812.80	70.65	205.60
Hawaii	0.00	0.00	0.00	0.00
Illinois	4319.00	10169.00	470.00	1270.00
Indiana	3168.00	9054.00	88.00	251.50
Iowa	2888.00	8318.00	242.00	242.00
Kent State	4527.00	8433.00	125.75	234.25
Kentucky	2481.50	7042.50	85.00	254.00
Long Island-IS	0.00	0.00	0.00	0.00
Long Island-LS	0.00	0.00	0.00	0.00
Louisiana State	2525.00	6465.00	225.00	370.00
Maryland	4576.50	7816.50	117.00	207.00
McGill	1600.00	12000.00	19.00	193.33
Michigan	8850.00	18310.00	383.00	721.00
Missouri	2903.00	7533.00	75.40	204.60
Montreal	0.00	0.00	0.00	0.00
NC-Central	1432.50	7990.50	65.00	612.00
North Texas	1247.00	4991.00	100.00	122.00
Northern Illinois	1179.32	2917.32	72.50	217.59
Oklahoma	2884.00	8734.00	58.20	190.40
Pittsburgh-IS	0.00	0.00	0.00	0.00
Pittsburgh-LS	7929.00	15534.00	211.00	422.00
Pratt	12830.00	12830.00	350.00	350.00
Puerto Rico	1990.00	0.00	45.00	0.00
Queens	2537.00	6000.15	82.00	198.50
Rhode Island	3837.00	7650.00	110.00	251.00
Rosary	0.00	0.00	0.00	0.00
Rutgers	4942.75	7076.25	152.00	223.00
San Jose	0.00	0.00	0.00	0.00
Simmons	13206.00	13206.00	366.00	366.00

South Carolina	4032.00	4032.00	112.00	112.00
Southern Conn.	1688.00	4082.00	89.00	89.00
South Florida	2655.36	7513.56	70.10	205.05
Southern Miss.	3328.00	5692.00	92.00	157.00
St. Johns	9195.00	9195.00	250.00	250.00
Syracuse	11900.00	11900.00	325.00	325.00
Tennessee	0.00	0.00	0.00	0.00
Texas-Austin	1279.68	5023.68	0.00	122.00
Texas Womans	1456.00	5824.00	100.00	122.00
Toronto	2129.00	8967.00	571.00	2623.00
UCLA	3423.00	9132.00	0.00	0.00
UNC-Chapel Hill	2207.00	11031.00	76.00	638.00
UNC-Greensboro	2811.00	11710.00	118.25	612.25
Washington	5676.00	14166.00	271.00	646.00
Wayne State	3921.00	8340.00	104.75	227.50
Western Ontario	2068.35	8400.35	246.19	1108.19
WI-Madison	1387.50	4141.50	173.50	517.75
WI-Milwaukee	1412.25	2754.00	215.10	559.60
61	233880.16	410879.11	8396.49	17953.21
Average	3834.10	6735.72	137.65	294.31
SD	4358.01	4813.72	132.07	391.85
MIN	0.00	0.00	0.00	0.00
MAX	21648.00	21648.00	571.00	2623.00

Table II-13-a-(2)
ALA Schools - Post-Masters Level
Tuition & Fees and Per Credit Tuition

	In-State	Out-State	In	Out
Alabama	2586.00	6390.00	73.00	194.00
Albany	2720.00	6875.00	90.00	230.00
Buffalo	2150.00	4600.00	90.00	192.00
Catholic	10330.00	10330.00	388.00	388.00
Clarion	2328.00	2748.00	121.00	144.00
Columbia	13530.00	13530.00	451.00	451.00
Florida State	2119.50	6168.00	70.65	205.60
Hawaii	719.00	2239.00	56.00	183.00
Illinois	4319.00	10169.00	470.00	1270.00
Indiana	2640.00	7545.00	88.00	251.50
Kent State	4527.00	8433.00	125.75	234.25
Louisiana State	2080.00	5220.00	225.00	370.00
North Texas	830.00	3326.00	100.00	122.00
Oklahoma	2448.00	7693.00	58.20	190.40
Pittsburgh-LS	5286.00	10356.00	211.00	422.00

Pratt	12830.00	12830.00	350.00	350.00
Queens	2004.20	4804.20	82.00	198.50
Rutgers	0.00	0.00	152.00	223.00
South Carolina	3360.00	3360.00	112.00	112.00
South Florida	2655.36	7513.56	70.10	205.05
St. Johns	6130.00	6130.00	250.00	250.00
Texas-Austin	1279.68	5023.68	0.00	122.00
UNC-Chapel Hill	1520.25	8273.25	76.00	638.00
Wayne State	3921.00	8340.00	104.75	227.50
WI-Madison	1387.50	414.50	173.50	517.75
61	106240.49	177431.19	4257.95	7691.55
Average	1741.65	2908.71	69.80	126.09
SD	3005.41	3926.58	114.95	213.31
MIN	0.00	0.00	0.00	0.00
MAX	13530.00	13530.00	470.00	1270.00

Table II-13-a-(3)
ALA Schools - Doctoral Level
Tuition & Fees and Per Credit Tuition

	In-State	Out-State	In	Out
Alabama	5172.00	12780.00	73.00	194.00
Alberta	2815.00	4059.00	118.50	177.75
Berkeley	1900.50	7699.50	0.00	0.00
Buffalo	3225.00	9200.00	90.00	192.00
Columbia	13530.00	13530.00	451.00	451.00
Drexel	16488.00	0.00	270.00	0.00
Florida State	2260.80	6579.20	70.65	205.60
Illinois	10326.00	24366.00	470.00	1270.00
Indiana	5280.00	15060.00	88.00	251.00
Maryland	7677.50	13057.50	117.00	207.00
North Texas	2077.00	8317.00	100.00	122.00
Pittsburgh-LS	15861.00	31071.00	211.00	422.00
Rutgers	10440.00	14700.00	152.00	223.00
Simmons	13206.00	13206.00	366.00	366.00
Syracuse	20000.00	20000.00	325.00	325.00
Texas-Austin	1279.68	5023.68	0.00	122.00
Texas Womans	1456.00	5824.00	100.00	122.00
Toronto	2129.00	8967.00	0.00	0.00
UCLA	10269.00	15978.00	0.00	0.00
UNC-Chapel Hill	3040.50	16546.50	76.00	638.00
Western Ontario	4136.70	16800.70	0.00	0.00
WI-Madison	1387.50	414.50	173.50	517.75
WI-Milwaukee	0.00	0.00	0.00	0.00
61	153957.18	263179.58	3251.65	5806.1
Average	2523.89	4314.42	53.31	95.18
SD	4781.95	7222.19	110.20	210.58
MIN	0.00	0.00	0.00	0.00
MAX	20000.00	31071.00	470.00	1270.00

Table II-13-b-(1)
Non-ALA Schools - Masters Level
Tuition & Fees and Per Credit Tuition

	In-State	Out-State	In	Out
Chicago State	2730.00	7770.00	116.00	256.00
East Carolina	2445.00	13375.00	65.00	612.00
Kutztown	800.00	891.00	89.00	99.00
Mankato			47.25	68.20
Sam Houston	1108.00	4852.00	138.00	160.00
Shippenberg	1089.00	1299.00	121.00	144.00

Table II-13-b-(2)
Non-ALA Schools - Post-Masters Level
Tuition & Fees and Per Credit Tuition

	In-State	Out-State	In	Out
East Carolina	978.00	5350.00	65.00	612.00

Table II-13-b-(4)
Non-ALA Schools - Bachelors Level
Tuition & Fees and Per Credit Tuition

	In-State	Out-State	In	Out
Kutztown	1830.00	3266.00	76.00	136.00
Shippenberg	1089.00	2017.00	91.00	168.00

Notes on Table II-1

Buffalo	Students in the Cooperative doctoral program are not officially enrolled at SILS.
Emporia State	1 TELENET Professional Development Class.
Greensboro	The "other grads" column was left out, and since we do not have a doctoral program, we included that column here.
Hawaii/Manoa	Chairmanship of the Interdisciplinary Doctoral Degree program was transferred from the School of Library and Information Studies to Decision Sciences in the Fall of 1989.
Iowa	We inserted "Other Graduate Students" since it is included in your instructions and is also on the COA table. We have no doctoral students.
Long Island	Listed Library Science info in "masters" category and Master in Information Science in "Doctoral" category. "Other Grads" was entered in "Ugrad" category and stands for enrichment - visiting student.
Louisiana	We felt it relevant to include "other grads" in this table. We have many students in the Off-campus courses who are EXT status plus other students in a N/MATR category.
Mankato	Inc. enrollments in Library Orientation 1 Undergrad FTE=15 hrs. 1 Graduate FTE=10 hrs.
Milwaukee/Wisconsin	1 Full time defined as Masters students taking 8 or more credits. 2 FTE calculated as total Master student SCH/12. 3 Student credit hours conveyed to undergraduate students outside SLIS computed as FTE equivalent enrollments.
North Carolina	North Carolina Central University does not count extension students in FTE. The School, however, has 25 students

	enrolled in off-campus courses. These students would equal 12.5 FTE, if they were counted as such.
Sam Houston State	This table was prepared using 12th class day roster. Master FTE = 9 semester credit hours (divide g by 3); Undergrads FTE = 12 credit hours (divide g by 4).
South Florida	Enrollment figures do not reflect the enrollment of non-degree seeking students: Total full-time = 6; Total part-time = 193; Part-time FTE = 74.6 Information on enrollment status (i.e. full-time or part-time) of undergraduates is not available. The School of Library and Information Science offers on undergrad. course, "Use of the Library" as a service course. Most of the students enrolled are full-time degree seeking students in other departments.

Notes on Table II-1-a.

Emporia State	We have no undergraduate library science majors only elementary majors taking 3 credits undergraduate library science courses.

Notes on Table II-2.

Albany	52 students were enrolled in RISP 611, Information Systems and Technology Applications, in the Fall 1988 session.
Emporia State	750 = 1 TELENET professional development class.
Louisiana	3 Field Experiences, 13 Independent, Studies, 1 Thesis.
Mankato	Inc. in Library Orientation 16 (incl. 6 internships)
Rhode Island	2 in independent work.; 6 in professional field experience.
WI-Madison	12 independent reading, 10 PhD dissertators reading.

South Carolina	LIBR J702 167 students Taught on TV LIBR J758 79 students Taught on TV LIBR 706 58 students Taught on Columbia campus

Notes on Table II-3

Shippensburg	Remaining students in discontinued undergraduate program.
Long Island	Information Science data is entered in the "bachelors" category and the Library Science data is in the "Masters" category.
Mankato	1988-89; 1st SS through Spring
Shippensburg	The four women bachelor students are in a discontinued undergraduate program.

Notes on Table II-4

Dalhousie	Includes only full-time students.

Notes on Table II-5

Dalhousie	Includes full-time students only.
Shippensburg	Remaining students in discontinued undergraduate program.

Notes on TABLE II-7

Rosary College	One student indicated no citizenship.
South Florida	Information not available.

Notes on Table II-8

British Columbia	This is incomplete. We have no record of awards made outside the University. Figures given are for awards made by the University only.

Greensboro	Fall-88; SS-89
Pittsburg Info. Science	Actual headcount; most received 3 terms aid (reflects both in-state and out-of-state tuition).
San Jose	Minority scholarship.
Toronto	Note: Amounts in Canadian Dollars

Notes on Table II-12

Buffalo	Amount awarded includes stipend and tuition scholarship.
Greensboro	Fall-88; SS-89
Illinois	Includes value of tuition and service fee waivers that accompany graduate assistantships.
Indiana	Includes non-resident fee scholarships.
Iowa	1989-90 academic year.
Rhode Island	One male works 20 hours per week for a semester. Stipend of $4,025.
Toronto	Note: Amounts in Canadian Dollars

Notes on Table II-13

British Columbia	There is no separate fee for "out of province" students; but there is for foreign students.
Buffalo	*=Two semesters plus summer session (full time), **=two semesters (full time), ***=four semesters of full-time study.
Drexel	In-state tuition and required fees for a degree are reported at 1989-90 tuition rates.
Greensboro	Based on 6 hours per semester for 3 years.
Illinois	*=based on 3 consecutive semesters;

	=cost for the range of credit more than 0 units through 1.25 units, 1 unit = 4 credit hours; *=based on 7 consecutive semesters.
Indiana	Doctoral is 60 hours above MLS.
Long Island	Post-Masters. Certificate programs vary in number of credits required. Therefor it is impossible to generalize the cost.
Mankato	Grad Res: Grad Non-Res: 47.25 tuition/cr.hr. 68.20 5.15 fee/cr.hr. 5.15 52.40 cr.hr. 73.35
Michigan	Tuition and fees for students in the PhD program are the same as master's level until the student is advanced to candidacy. As a PhD candidate, tuition and fees is $1,805.00 regardless of residency status.
N. Carolina Central	These figures are based on 0-2 semester hours which is our institution's lowest fee structure.
N. Texas	The in-state and out-of-state required fees for a bachelor's degree are based on 15 semester hours per semester.
Rhode Island	In-state tuition and required fees for a master's degree is based on attendance full-time for three semesters. For out-of-state tuition fees required for a master's degree the amount reported is for regional students (residents of other New England states except Connecticut) who would pay $4,575.00 total or $137.00 per credit.
Shippensburg	See attached copy.
Simmons	$13,206 represents tuition at $366/credit plus a $20 student activity fee for each of 3 semesters..
S. Connecticut	The amount reported for in-state tuition and required fees for a master's degree are based on $1682 for academic year plus 6 credits summer session at $544 = 36 credit program; for a post-master's degree the figures are based on $4082

	$1688 for academic year = 30 credit program. The amount reported for out-of-state tuition and fees for a master's degree is based on $4082 for an academic year plus 6 credits summer session at $544 = 36 credit program; for a post-master's degree it is $4082 for academic year = 30 credit program.
Toronto	Note: Figures in Canadian Dollars
Washington	UW does not have a 1 credit tuition fee; the minimum charge is for 2 credits.
UCLA	Fall 1989: Fees of $570.50 + $1933.00 non-resident = total non-resident. The out-of-state tuition & fees required for a degree figures assume residency established in 1 year = 3 quarters.
Western Ontario	Students are assessed on PT fee whether completing one or 2 courses. Not assessed tuition per course.

CURRICULUM

By
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This chapter contains reports and summaries of the data on curriculum as reported by the responding schools for the 1988-1989 academic year.

The abbreviations used in the tables are: "ALA-PRO" which is used to designate schools which have master's degree programs accredited by the American Library Association (ALA) and "Not-ALA" which is used to designate schools which do not have master's degree programs accredited by ALA. In many of the lists, an "*" is used also to indicate those schools which do not have master's degree programs accredited by ALA.

For those schools on the quarter system, the notation (qt) will be used. Some schools have indicated that "units" or "courses" are used as guidelines for degree requirements, in which case, these are indicated as the respondents reported them. Following each table will be listed specific information that do not lend themselves to the general reporting pattern of the table but need to be available to the reader.

A total of 64 schools reported this year as compared to 67 last year. Of these, 59 questionnaires were received from schools which have master's degree programs accredited by the American Library Association. All but one of the questionnaires received were usable; however, as has been the case each year, for a number of unidentified reasons, respondents, in some instances, did not complete each item; therefore, the totals in all tables may not always add up to the 64 received.

Academic Year Division

Type of Division

Respondents were asked to describe the division of their academic year. Table III.1 presents a summary of their responses.

Table III.1: Type of Academic Year Division, 1988-1989

Division	ALA-PRO	NOT-ALA	Total
Semester	53	5	58
Quarter	3	0	3
Trimester	3	0	4
Total Schools Reporting	59	5	64

Number of Weeks per Term

Table III.2 contains data related to the academic year division by individual schools. Trimester systems are indicated with a "T" preceding the number of weeks in the "Trimester/Semester" column. The summer terms are described by combining the number of sessions with the number of weeks in each session (No/Wks) where "No"=number of sessions and "Wks"=number of weeks in the sessions.

Table III.2: Numbers of Weeks Per Term, 1988-1989

Schools	Trimester Semester	Quarter	Summer (No/Wks)	Total Weeks
Alabama	15		2/5	40
Albany	15		3/6	36
Alberta	13		2/6	38
Arizona	15		3/3,5,5	43
Clark Atlanta			data not available	
Brigham Young	T15		2/8	46
British Columbia	13		1/12 1/6	44
Buffalo	15		2/6	42
Calif.Berkeley	15		1/8	38
Calif.LA		10	2/3,6,or10	
Catholic	14		2/6	40
Chicago		data not available		
*Chicago State	17		2/5	44
Clarion	15		2/5	40
Columbia	14		1/6	34
Dalhousie	14		2/3	34
Drexel	10		1/10	40
*E. Carolina	15		2/5	40
Emporia State	17		1/7 1/2	43
Florida State	15		no data	44
Hawaii	15		2/6	42
Illinois	16		1/8	40
Indiana	16		1/6 1/8	46
Iowa	15		1-8	38
Kent	15		1/8 2/5	48
Kentucky	16		1/8 1/4	44
*Kutztown	15		2/3	36
Long Island	15		1/1 2/5	41
Louisiana	15		1/9	39
Maryland	15		2/6 or 8	46/48
McGill	14		2/3	34
Michigan	T15		2/7.5	45
Missouri	16		2/4	40
Montreal	15		0	30
North Carolina	15		2/5.5	41
N.Carolina-Central	15		1/6	36

Table III.2: Numbers of Weeks Per Term, 1988-89 (cont'd)

N.Carolina Greensboro	16	2/5.5	43
Northern Illinois	16	1/8	40
North Texas	16	2/5	42
Oklahoma	16	1/8	40
Pittsburgh	T15	2/7.5	45
Pratt	15	2/6	42
Puerto Rico	15	1/6	36
Queens	15	1/6	36
Rhode Island	15	2/5 1/10	50
Rosary	15	2/7	44
Rutgers	15	2/3	36
St. John's	14	1/5	33
San Jose	16	4/3,6,12,9	62
*Sam Houston	15	2/5	40
*Shippensburg	15	1/3 2/5	43
Simmons	15	1/6	36
South Carolina	15	2/5	40
South Florida	16	2/7 1/10	49
Southern Conn.	16	2/5	42
Southern Miss.	15	1/10	40
Syracuse	15	2/6	42
Tennessee	15	2/5	40
Texas	15	2/5.5	41
Texas Woman's	15	2/5	40
Toronto	13	1/3 1/6	35
Washington	11	2/4.5	42
Wayne State	15	2/7	44
Western Ontario	T14	1/14	42
Wisc.Madison	16	2/4	51
Wisc.Milwaukee	16	2/6	44

Calif. LA indicates they have ten weeks of instruction and one week of finals.

Wisc. Madison also has a three-week and an eight-week session between spring and summer semesters and two, four-week sessions concurrently run with an eight week session.

Degree Programs and Credit Hour Requirements

In this section the various degree programs are described. These include undergraduate, both major as well as minor degree requirements, master's, post-master's, and doctoral programs.

Undergraduate Program

A total of eleven schools with accredited programs and one school with a program not ALA accredited reported having undergraduate majors in library and/or information science. An undergraduate minor is offered in ten schools with accredited programs and in one school without an ALA accredited program. The number of hours required by each school for each degree requirement is found in Table III.3 and Table III.4.

Table III.3: Undergraduate Major Degree Academic Hour Requirements, 1988-1989

Number of Hours	Schools
18	Wisc. Madison (certificate)
24	North Texas (Lib Sci & Info Sci)
25	Southern Miss (Lib Sci)
27	Southern Miss (school certificate)
30	Pittsburgh (Info Sci) Southern Conn. (Lib Sci)
32	Florida State (Lib Sci)
36	Indiana (Lib Sci)
37	Syracuse (Info Studies)
45	Clarion
48	Drexel (Info Sci)
55	*Kutztown

Table III.4: Undergraduate Minor Degree Academic Credit Hour Requirements, 1988-89

Number of Hours	Schools
15	Pittsburgh (Info Sci) Syracuse (Info Studies)
18	Albany (Lib Sci & Info Sci) Southern Conn (Lib Sci) Southern Miss (Lib Sci) Texas Woman's Wisc.Madison (certificate)
21	Illinois (Lib Sci & Info Sci)
24	Indiana (Lib Sci)
30	Montreal (Archives/Records Management)
35	*Kutztown

Master's Degree Program

Table III.5 contains data related to the number of hours a person must complete to be awarded the master's degree. All schools report having a master's degree program.

Table III.5: Master's Degree Program Academic Credit Hour Requirements, 1988-89

Number of Hours	Schools	
28	Calif.Berkeley	
30	*Kutztown	
33	Iowa	
34	Oklahoma (MA)	
36	Alabama	Pratt
	Albany (MLS)	Queens
	Buffalo	Puerto Rico
	Clarion	Rhode Island
	Catholic	Rosary
	Hawaii (MLIS)	Rutgers (MLS)
	Indiana	*Sam Houston
	Kent (MLS)	St. John's
	Kentucky	*Shippensburg
	Long Island	Simmons
	Maryland	South Carolina
	Michigan	South Florida
	N.Car.Central	Syracuse (MLS)
	N.Car.Greensboro	Texas
	North Texas	Texas Woman's (MLS)
	Oklahoma (MLIS)	Wayne
	Pittsburgh (MLS & MSIS)	Wisc.Madison
		Wisc.Milwaukee (30 previous masters)
37	Louisiana	
38	Arizona	Florida State
	Brigham Young	
39	Northern Illinois	
	Tennessee	
40	Illinois (10 units)	
41	Southern Mississippi	
42	*E. Carolina (MLS)	San Jose
	Emporia	
44	*E. Carolina (MAED)	
45	Rutgers (MCIS)	
48	Alberta (+ 4 lab hours)	North Carolina
	Columbia	Texas Woman's
	Dalhousie (+2 non-credit courses)	Pittsburgh (MST)
	Drexel (48-60 qt)	
51	Montreal (without thesis)	
53	Montreal (with thesis)	
54	McGill	
	Syracuse (MS/IRM)	
60	British Columbia	
63	Washington (qt)	
72	Calif. LA (qt)	

Alberta indicates that 13 single courses plus a thesis or 15 single courses and a project. Normally 48 credit hours plus 4 sem. hours plus 1 lab hour for course work.

British Columbia indicates that 30 units or 780 hours of instruction are required.

Chicago State indicates 11 courses required (36-37 hours).

Dalhousie 16 credit courses + 2 non-credit courses (1 credit course=3 hours).

Texas Woman's requires 36 hrs. plus professional paper and practicum for MLS.

Toronto indicates that 16 half courses are required for MLS; 12 half courses for MIS.

Western Ontario indicates that 15 courses are required.

Post-Master's Programs

A variety of labels are offered for the degree which immediately follows the master's (e.g., Sixth Year, Specialist, Advanced Studies). Twenty-eight schools indicate that they offer a degree program that is to be considered between the master's and doctoral programs. For convenience, this degree is called a "post master's" in this report. Table III.6 contains a summary of the data gathered from the questionnaire in which respondents were asked whether or not they had a such a degree program and how many hours were required for it. Some respondents indicated that a certificate, not a degree is awarded, while other indicate that a certificate is related to the degree. A summary of those data follow in the section, "Certificate Programs."

Table III.6: Post-Master's Degree Program Academic Credit Hour Requirements, 1988-89

Number of Hours	Schools	
15	Hawaii (+9 prerequisites)	
20	Calif.Berkeley	
24	Clarion	Pittsburgh
	Kent	St. John's
	Louisiana	Wisc.Madison
	North Texas	
30	Alabama	Oklahoma
	Albany	Pratt
	Buffalo	Queens
	Columbia	South Carolina
	Florida State	Southern Conn
	Indiana	Texas
30	North Carolina	Wayne
32	Drexel (qt)	
36	Calif.LA (qt)	South Florida
		Syracuse
40	Illinois	

Doctoral Programs

Table III.7 contains a summary of the academic credit hour requirements reported by the fifteen schools which offer the doctoral program. No school without an ALA accredited master's degree program offers the doctoral degree.

Table III. 7: Doctoral Degree Program Academic Credit Hour Requirements, 1988-1989

Number of Hours	Schools
30	Columbia
36	North Carolina
50	Texas (but varies)
	Michigan
54	Pittsburgh (LS or IS) (beyond masters)
60	Buffalo (+ an MLS)
	Drexel (qt)
	North Texas
	Rutgers (+24-30 transfer credits)
	Simmons
72	Maryland
	Alabama
78	Syracuse
80	Illinois (20 units)
90	Indiana (including 30 from MLS)
	Texas Woman's (beyond BA)

Alabama indicates that 48 academic hours plus 24 dissertation research hours are required

California, Berkeley indicates that no specified number of hours are required

California, LA indicates that no specified number of hours are required

FSU indicates no minimum

Hawaii indicates that degree is in Communication and Information studies and does not have a set credit requirement

Maryland indicates that 12 of the hours are for dissertation research

Michigan indicates that 36 of the 50 must be in formal course work

North Carolina indicates 30+ dissertation hours

Syracuse indicates that 60 academic hours plus 18 dissertation research hours are required

Toronto indicates that 6 half courses plus a thesis is required

Wisconsin-Madison indicates no specific credit requirements, but residence for one full-time academic year (9 credits) is required

Wisconsin-Milwaukee indicates a multidisciplinary program with credits that vary for each major program and dissertation

Western Ontario indicates that 9 courses are required

Summary of Degree Requirements

Table III.8 contains a summary of all of the degree requirements for all programs as reported by the respondents.

Table III.8: Academic Hour Requirements for all Degree Programs by School, 1988-1989

School	Undergraduate Major	Minor	Master's	Post-Master's	Ph.D.
Alabama			36	30	
Albany		18	36	30	
Alberta			13 or 15 courses		
Arizona			38		
Clark Atlanta		no response			
Brigham Young			38		
British Columbia			30 units		
Buffalo			36	30	60+ML
Calif.Berkeley			28	20	unspecified
Calif.LA			72 (qt)	36	unspecified
Catholic			36	24	
Chicago		no response			
*Chicago State			11 courses	36-37	
Clarion	45		36	24	
Columbia			48	30	30
Dalhousie			18 courses	54	
Drexel	48		48-60(qt)	32(qt)	60(qt)
*E. Carolina			42 (MLS) 44 (MAED)		
Emporia			42	12	
Florida State	32		38	30	no min.
Hawaii			36	15 (+9prereq.)	
Illinois		21	40	40	80
Indiana	36	24	36	30	90
Iowa			33		
Kent			36	24	
Kentucky			36		
*Kutztown	55	35	30		
Long Island			36		
Louisiana			37	24	
Maryland			36		72
McGill			54		
Michigan			36		50
Missouri			36		
Montreal		30	51-53		
North Carolina			48	30	36

Table III.8: Academic Hour Requirements for all Degree Programs by School, 1988-1989 (cont'd)

N.Carolina-Central			36		
N.Carolina-Greensboro			36	15	
Northern Illinois			39		
North Texas	24		36	24	60
Oklahoma			34 MA/36 MLIS	30	
Pittsburgh	30 (IS)	15 (IS)	36 (IS&LS) IS&LS) 48 (MST)	24 (CAS- IS&LS)	54
Pratt			36	30	
Puerto Rico			36		
Queens			36	30	
Rhode Island			36		
Rosary			36		
Rutgers			36 (MLS) 45 (MCIS)	24	60 (+24- 30 transfer)
*Shippensburg			36		
St. John's			36		
*Sam Houston			36		
San Jose			42		
Simmons			36		60
South Carolina			36	30	
South Florida			36	36	
Southern Conn	30	18	36	30	
Southern Miss	25	18	41 27 (School Library Media)		
Syracuse	37	15	36 MLS/54 IRM	36 (CAS)	78
Tennessee			39		
Texas			36	12(MSLIS)	50
Texas Woman's	22		36 MA/MLS		90+BA
Toronto			16 half courses (MLS) 12 half courses (MIS)		6 half courses
Washington			63(qt)		
Wayne State			36	30	
Western Ontario			15 courses		9 courses
Wisc.Madison	18(cert)		36	24	1 acad/yr
Wisc.Milwaukee			36	24	varies

Certificate Programs

Respondents were asked to indicate if they offer a certificate program and whether or not it is related to a degree. Table III.9 provides a summary of these data.

Table III.9: Certificate Programs, 1988-1989

School	Name/Area of Certificate	Degree Related
Albany	CAS	MLS
Brigham Young	Enriched Certificate	Post Masters
Buffalo	CAS	no
Calif.LA	Post Masters	Post Masters
Catholic	Post Masters	no
Chicago State	Teacher Speciality	no
Clarion	School Library Supervisor	MSLS
	Public Library Certificate	BS
Columbia	CAS	no
	Preservation Adminstration	no
	Conservator	MS
E.Carolina	Media Coordinator	MLS/MAEd
	Media Supervisor	no
Emporia	School Library Media Cert.	MLS
	CAS in Information Management	no
	Certificate of Information Studies	MLS
Hawaii	LIS Advanced	MLIS pre.req.
	Archives/Records Management	BA pre.req.
Indiana	Chemical Information	MLS
	Information Systems	MLS
Iowa	School Media Specialist	MA
Kent	CAS	no
	School Library Certification	MLS
Long Island	30 Credits Certificate	MLS or MIS
Louisiana	CAS	Post Masters
N.Carolina	CAS	CAS
N.Carolina-Greensboro	Media Coordinator	MLS
	Media Supervisor	MLS
	Public Library Certificate	MLS
North Texas	Learning Resources	???
Northern Illinois	Media	no
Oklahoma	CAS	no
Pittsburgh	CAS	no
	Agriculture Information	MLS,MSIS,orPh.D
	Children's Literature	BA
Rosary	Certificate of Special Studies:	
	Law Librarianship	MALS
	Library Adminstration	MALS
	Technical Services	MALS
Rutgers	Sixth Year Specialist	Post Masters
	Professional Development	no
San Jose	School Certificate	MLS
	Community College Certificate	MLS
Shippensburg	School Library	MLS
	Public Librarian	MLS
Simmons	UMS (Media Specialist)	MS
Southern Conn	School Media Specialist	MLS

Table III.9: Certificate Programs, 1988-1989 (cont'd)

School	Name/Area of Certificate	Degree Related
St. Johns	Post Masters	no
Texas	Learning Resources Specialist	MLIS
Wayne	Archival Adminitration	MSLS
Wisconsin-Madison	Specialist Certificate	no
Wisconsin-Milwaukee	Advanced Study	no

Emporia indicates that school library media certificate may be completed prior to completion of MLS and the certificate of Inforamtion Studies may be used as an introduction to the degree program

San Jose indicates that certificates can be either degree related or not

Wayne indicates that certificate can be either degree related or not

Wisconsin-Madison indicates that certificate is technically not a degree, but is in effect a sixth year degree

Joint Programs

Table III.10 contains a summary of the data related to joint degree programs. These are programs which the Library and Information Science program shares with one or more other academic disciplines or units in the institution. In some instances, joint degree programs are reported to have been developed between institutions as well within the parent institution of the LIS program.

Table III.10: Joint Degree Program Academic Hour Requirements, 1988-89

Schools	No. Hours in Lib/Info Sci	No. Hours in Other Discipline	Other Discipline
Albany	18	16	English/History
British Columbia	24	6	History
Buffalo	36	30	Music
	18	42	Higher Ed.
	30	81	Law
Calif.Berkeley	na	na	Law
			Near East Std.
			History of Art
Calif.LA	48	36	Management
	48	36	History
Catholic	27	84	Law (JD)
	30	21	History
	36	24-30	Biology

Table III.10: Joint Degree Program Academic Hour Requirements, 1988-1990 (cont'd)

	30	24	Musicology
	30	24	English
	30	24	Greek Lit.& Latin
Columbia	42-48	30+	E.Asian Inst.
	42-48	30+	Soviet Studies
Emporia	36	26-30	English
	36	24-32	History
	36	26	Music
	36	31	Business
Hawaii	36	21	History
	36	21	Amer. Studies
Indiana	30	20	Compar. Lit.
	30	20	History
	30	30	Music
	30	21	Phil. Science
	30	21	Journalism
	30	33	Public Admin.
Iowa	27	33-51	Business
Louisiana	37 (x listed)	18	Systems Sci.
Maryland	24	30	History
	24	32	Geography
North Carolina Central	27	77	Law
Oklahoma	27	36	Business
	27	30	Education
Pittsburgh	36		Pitt. Theo. Seminary
Pratt	36	85	Law
Rhode Island	30	24	History
	27-30	27	Political Sci.
	27	27	Public Admin.
Rosary	30	2 1/2 yrs.	McCormick Divinity
	30	27	Business
	30	6	BA/MALS
	30	2-4 yrs.	Loyola Public Hist.
	30	12	NWestern Music Hist.
St. John's	33	30	Pharmacology
	33	30	Gov/Politics
Simmons	28	24	Education
South Carolina	27	28	English
	30	30	Appl. Hist.
Southern Conn	36	30	Chemistry
	36	30	English
	36	30	History
	36	30	Instruct Tech.
	36	86	Law
Southern Miss	33	24	History
Syracuse	24	76	Law
Washington	31	14	Law

Table III.10: Joint Degree Program Academic Hour Requirements, 1988-1989 (cont'd)

Wisc.Madison	36	12	Public Admin.
Wisc.Milwaukee	30	18	Geography
	30	18	History
	30	24	Music
	30	24	Urban Affairs
	30	18	English

Hawaii indicates that they share 10 credits in doctoral core

Kent indicates that joint degrees are possible with any other unit upon petition to graduate college with 11 hours shared

Long Island indicates that a joint accelerated degree is possible with the College of Arts and Sciences. In the senior year, students may take 12 hours of library/information science that can count toward both bachelor's and master's degrees

Northern Illinois indicates that dual master's is possible with all graduate programs on campus with 3 courses from each to be shared

Pratt offers a JD with Brooklyn Law School, 9 hours from MLS may go to JD and 9 from JD to MLS

St. Johns indicates 6 exchange credits for a total of 57 semester hours

Southern Conn offers a joint program with the University of Conn School of Law

Part-Time Coursework

Albany indicated that they do not accept part-time undergraduate students. Florida State, Hawaii, Maryland, Syracuse, and Toronto do not accept part-time doctoral students. Maryland requires one year of full-time residency for doctoral students and does not allow part-time post doctoral students. Montreal permits part-time attendance by students only in their second year. With those exceptions, all programs permit part-time students into their programs.

Maximum and Minimum Times for Completion of Program

Tables III.11 through III.13 contain data related to the maximum and minimum times allowed for completion of degree programs. The minimum time ranges from nine to twenty months for the master's, two to twelve months for the post-master's, and nine to thirty-six months for the doctoral degree.

The maximum time allowed for completing a degree ranges from three to ten years for the master's, three to seven years for the post-master's, and three to fourteen years for the doctoral degree.

Table III.11: Minimum Time for Completion of Programs, by Number of Schools, 1988-1989

No. of Months	Master's ALA-PRO	Master's NOT-ALA	Post-Master's ALA-PRO	Post-Master's NOT-ALA	Doctorate ALA-PRO	Doctorate NOT ALA
2				1		
8			1			
9	4		9		1	
10			6			
10.5	1		2			
11	1	1		1		
12	39	1	10		1	
14	1					
15	1					
16	4					
18	5				4	
20	1					
20-24					1	
24					5	
30					2	
36					4	

Table III.12: Maximum time for Completion of Programs, by Number of Schools, 1988-1989

No. of Years	Master's ALA-PRO	Master's NOT-ALA	Post-Master's ALA-PRO	Post-Master's NOT-ALA	Doctorate ALA-PRO	Doctorate NOT ALA
3	3		3		1	
3.3	1					
4	5		5			
5	17		9		2	
6	24	3	8		6	
7	7		3		5	
8	2				1	
9	1				3	
10	1				2	
14					1	

Table III.13: Minimum and Maximum Times to Complete Programs, by Schools, 1988-1989

Schools	Master's Minimum (months)	Master's Maximum (years)	Post-Master's Minimum (months)	Post-Master's Maximum (years)	Doctorate Minimum (months)	Doctorate Maximum (years)
Alabama	12	6	10	6	24	6
Albany	12	6	10	5		

Table III.13: Minimum and Maximum Times to Complete Programs, by Schools, 1988-1989 (cont'd)

Alberta	16	4				
Arizona	12	6				
Clark Atlanta	no report					
Brigham Young	12	5				
Brit.Columbia	data not available					
Buffalo	11	5	9	5	24	7
Calif.Berkeley	9	0	9	0	18	0
Calif.LA	9	3.3			18	6
Catholic	12	5	9	4		
Chicago	no report					
*Chicago State	data not available					
Clarion	12	6	12	6		
Columbia	18	5	10	4	9	9
Dalhousie	16	6				
Drexel	9	7	9	3	24	5
*E. Carolina	12	6	2	6		
Emporia	12	7				
Florida State	12	6	12	6	12	6
Hawaii	12	6	na	6	36	6
Illinois	9	5	9	5	30	6
Indiana	12	5	12	5	36	14
Iowa	12	10				
Kent	12	6	9	4		
Kentucky	12	8				
*Kutztown	11	6	11			
Long Island	12	5				
Louisiana	12	6	9	6		
Maryland	12	3			36	9
McGill	16	5				
Michigan	12	6			24	7
Missouri	12	8				
Montreal	20	3				
North Carolina	18	5	12	5	36	8
N.Car.Central	10.5	6				
N.Car.Greens	18	5				
North Illinois	12	6				
North Texas	12	6				10
Oklahoma	12	5	12	5		
Pittsburgh (MLS &MSIS)	12	4	8	4	20-24	6
(MST)	16	5				
Pratt	12	4	10	7		
Puerto Rico	17	5				
Queens	12	4	10	4		
Rhode Island	12	4				
Rosary	12	5				
Rutgers	12	3	12	3	30	7

Table III.13: Minimum and Maximum Times to Complete Programs, by Schools, 1988-1989 (cont'd)

St. John's	18	5		12	5		
*Sam Houston	12	6					
San Jose	18	7					
*Shippensburg	12	7					
Simmons	12	6				18	3
South Carolina	12	6		10.5	6		
South Florida	12	7		12	7		
Southern Conn.	12	6		9	6		
Southern Miss.	9	6					
Syracuse	12	7		12	7		7
Tennessee	12	6					
Texas	12	6		10.5	6	varies	9
Texas Woman's	12	6					5
Toronto	16	6	(MLS)				
	12	5	(MIS)				
Washington	15	6					
Wayne State	12	6		12	6		
Western Ontario	12	5				24	7
Wisc.Madison	14	7		10	0	18	0
Wisc.Milwaukee		7			4		10

Calif. L.A. indicates upper limit to degree now set at 10 qts., usually needed by part-time students
Dalhousie indicates there is a summer break in their schedule
Maryland indicates that an extension may be granted for up to 5 years in the mater's program and 1 in the doctoral program.
Michigan indicates that an extension may be approved by the dean and by the Graduate School (for master's students) or by the faculty (for doctoral students) to extend the maximum to 10 years if the student can present valid reasons and an acceptable schedule for completion.
Montreal indicates 3 years without thesis and 4 with thesis
Rhode Island indicates that extension is possible with justification
Texas indicates that doctoral study can go beyond 9 years with approval of Graduate Studies Committee and the Dean
Wisc.Milwaukee indicates that there is a 5-year limit for a 30 credit master's

Status of Courses after Maximum Time

After the maximum time allowed for completing the degree, twenty- nine schools with accredited programs indicate that the courses are obsolete for the master's and fifteen cancel them. For the post- master's, eighteen schools indicate that they are obsolete and five cancel them. Fourteen schools with doctoral programs indicate that courses are obsolete and five cancel them. All but one of the schools with programs not ALA accredited make coursework obsolete. Exceptions and clarifications as indicated by the respondents are listed in Table III.14.

Table III.14: Status of Courses after Maximum Time, by Number of Schools, 1988-1989

Program	Obsolete		Canceled	
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA
Master's	39	4	15	
Post-Master's	22	2	5	
Doctorate	14		3	

Alabama-at doctoral level exam or substitution is allowed
Albany-at master's level exam or substitution is allowed
Arizona-allows substitution
Buffalo-allows substitution at all levels
Brigham Young-retake courses and examination is allowed
Calif.LA indicates that courses are obsolete, students may appeal, take exemption exam and substitute courses that are obsolete
Catholic-allows students to retake, or substitute
Chicago State-allows substitution, exam, or retake
Dalhousie-student may apply for an extension by petition and School's recommendation is sent to Dean of Graduate School for approval which has never happened, most likely substitution
Drexel-retake and substitution at all levels
E.Carolina-academic unit may petition for extension of time
Emporia-exam or substitution
Illinois-substitution
Indiana-retake, exam, or substitution at all levels
Kutstown-retake at both levels
LSU-may be revalidated by exam or retake
Long Island-allows substitution
Maryland-a committee decision at master's level, but none more than 5 years prior to receipt of degree are accepted. Student at master's can retake courses, doctoral students must reapply, but work will be accepted.
Michigan-at master's degree level, canceled outright if extended to ten years. At doctoral level, no set policy but unusual to approve extension beyond ten years.
UNC-time may be extended by the Graduate School
UNC-Central-allows exam or substitution
UNC-G-may be appealed
North Texas-may retake or substitute at master's level
Northern Illinois-allows retake
Oklahoma-do not have a policy

Pitt-allows retakes and substitution/ cancels LS degree, exam possible for doctoral
Puerto Rico-retake or substitute
Rhode Island-depends on how much course content has changed
Rosary-at the Dean's discretion
Rutgers-times may be extended for valid reasons
Sam Huston-may substitute
San Jose-allows substution or exam
St. John's-may take additional courses
Simmons-may petition for extension
South Carolina-requires a course revalidation fee, may retake, substitute or examination
S.Mississippi-examination
Syracuse-retake or substitute
Tennessee-exam, retake, or substitute
Texas-allows substitution at all levels
Texas Woman's-retake and substitution
Washington-allows substitution
Wayne State-allows exam, retake, or substitution
Western Ontario-decision made on individual basis whether any or all of previous work can be used toward degree
Wisconsin-Madison-allows retake or exam at all levels
Wisconsin-Milwaukee-master's and post master's may retake or substitute, doctoral depends on major department

Residency Requirement

Respondents were asked whether they had a residency requirement on their home campus for any or all of their programs. Table III.15 contains a summary of the data related to that question.

Table III.15: Residency Requirements for all Degree Programs by School, 1988-1989

School		Hours Required		
	Undergraduate	Master's	Post Master's	Ph.D.
Alabama		18	12	18
Albany	none required			
Alberta		18		
Arizona		12		
Clark Atlanta	no report			
Brigham Young		28		
British Columbia		15		
Buffalo		18	18	24
Calif.Berkeley		2 sem	2 sem	4 sem
Calif.LA		16		24
Catholic		9	9	
Chicago	no report			
*Chicago State	none required			

Table III.15: Residency Requirements for All Degree Programs by School, 1988-1989 (cont'd)

Clarion	45	12		
Columbia	none required			
Dalhousie		2 terms, full-time		
Drexel		no	no	30
*E. Carolina	none required			
Emporia		7 on one site	no	
Florida State	no	no	no	24
Hawaii		yes	yes	
Illinois		32	21	64
Indiana	no	no	no	18
Iowa		24		
Kent	none required			
Kentucky	none required			
*Kutztown	no response			
Long Island		12		
Louisiana		6 summer 9 fall		
Maryland		no		1 yr
McGill		54		
Michigan		18		18
Missouri		18		
Montreal		1 year		
North Carolina		2 sem	no	30
N.Carolina-Central		18		
N.Carolina-Greensboro	none required			
North Texas	30	12	no	18
Northern Illinois	none required			
Oklahoma	none required			
Pittsburgh	none required			
Pratt	no response			
Puerto Rico		9		
Queens	none required			
Rhode Island		15		
Rosary	none required			
Rutgers	none required			
St. John's		12		
*Sam Houston		12		
San Jose	none required			
*Shippensburg		yes		
Simmons		36		36
South Carolina	none required			
South Florida	none required			
Southern Conn	none required			
Southern Miss	23	23		
Syracuse		12	no	no
Tennessee	none required			
Texas		12		12
Texas Woman's	no	no	no	18
Toronto				2 yr

Table III.15: Residency Requirements for all Degree Programs by School, 1988-1989 (cont'd)

Washington		36		
Wayne State		21	no	
Western Ontario	3 terms full time/6 part time			1-2 yr
Wisc.Madison	no	30	30	108 wks
Wisc.Milwaukee		no	no	yes

Alberta indicates a minimum of 9 hours for 2 terms

Wisc.Madison indicates that student is required to attend one full year, full time (9 credits per semester) in the doctoral program

Required Course Work

Tables III.16 through III.21 present data related to the required course work in the various programs. Required course work is defined as that which is required for all students in a given degree program. Requirements range from six semester hours to forty-eight semester hours of courses required in the master's program. The range for schools on the quarter hour system is from twelve to seventy-two hours. The average, among schools on the semester system, is 18 for accredited programs at the master's level and 28 the average for programs not accredited.

Table III.16: Required Course Work Hours, by School, 1988-1989

School	Hours		
	Master's	Post-Master's	Doctorate
Alabama	15	9	33
Albany	12	3	
Alberta	18 +thesis or project		
Arizona	12		
Clark Atlanta	no report		
Brigham Young	38		
British Columbia	21		
Buffalo	12	6	6
Calif.Berkeley	9		
Calif.LA	72(QT)	36	36
Catholic	12	24	
Chicago	no report		
*Chicago State	36-37		
Clarion	18		
Columbia	48	30	30
Dalhousie	10 credit/2 non-credit/6 electives		varies
Drexel	12(QT)	4	12(QT)
*E. Carolina	25 (MLS) 37 (MAEd)		
Emporia	29	12	

Table III.16: Required Course Work, by School, 1988-1989 (cont'd)

School	Hours		
	Master's	Post-Master's	Doctorate
Florida State	18	0	4
Hawaii	12	6	10
Illinois	8	8	68
Indiana	15	0	18
Iowa	15		
Kent	16		
Kentucky	12		
*Kutztown	30	varies	
Long Island	36		
Louisiana	16	3	
Maryland	9	0	15
McGill	24		
Michigan	12	0	8
Missouri	17		
Montreal	27(credits)		
North Carolina	12	0	9
N.Carolina-Central	18		
N.Carolina-Greensboro	21		
Northern Illinois	18-21		
North Texas	15	0	12
Oklahoma	18	3	
Pittsburgh	36(MST) 12 (MLS) 6 (MSIS)	0	16(LS) 3(IS)
Pratt	15	6	
Puerto Rico	15		
Queens	36	30	
Rhode Island	15		
Rosary	12		
Rutgers	18	6	18
St. John's	15	0	
San Jose	15		
*Sam Houston	15		
*Shippensburg	24		
Simmons	12	0	16
South Carolina	18	3	
South Florida	12	0	
Southern Conn.	18	6	
Southern Miss.	18		
Syracuse	6	0	18
Tennessee	18		
Texas	15	0	12
Texas Woman's	21		1
Toronto	6 half courses (MLS) 4 (MIS)	0	2 half courses
Washington	27		
Wayne State	22		
Western Ontario	9	0	2
Wisc.Madison	18	0	9
Wisc.Milwaukee	15	0	

Maryland indicates that there are more for students with no ALA MLS
Northern Illinois indicates that one course has variable credits
Oklahoma indicates that a course in research is also required if none taken previously

Table III.17: Required Course Work, by Number of Hours, 1988-1989

No. of Hours	No. of Schools and Type of Degree			
	Master's	Post Master's		Doctorate
	ALA-PRO	NOT-ALA	ALA-PRO	ALA-PRO
0	0			
1				1
2				1
3			4	
4				1
6	2		5	1
8	1		1	1
9	3		1	2
10				1
12	12			2
15	11	1		1
16	2			1
17	1			
18	11			3
19	1			
21	3			
22	1			
24	1	1		
25	1	1		
27	2			
29	1			
30		1	2	
33				1
36	3	1	1	1
37		1		
38	1			
48	1			
68				1

Exemption of Required Courses

Respondents were asked to indicate whether or not students could exempt required courses. Tables III.18 presents a summary of the data to that question.

Table III.18: Exemption of Required Courses, by Program, 1988-1989

Program	Exemptions Allowed		Exemptions Not Allowed	
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA
Master's	50	3	9	2
Post-Master's	7		11	
Doctorate	7		14	

Alabama indicates that students may for any courses for which equivalence can be established

California, LA indicates that doctoral students may exempt course if they have an MLS

Dalhousie indicates that exemptions are determined by the Director

Emporia indicates that it is unlikely that more than 4 hours will be exempted

McGill indicates occasionally if course equivalence can be shown.

Maryland indicates yes by petition to Admission or Doctoral Committee as appropriate

Michigan indicates that exam must be taken for course other than equivalent from ALA accredited program; ALA transcript accepted if within last 5 years with a grade of B or better

North Carolina indicates waive and substitute another

Pittsburgh indicates yes for LS for all three, IS, no

Queens indicates yes with proof of having written a thesis for another degree

Wisconsin-Milwaukee indicates that exemption for doctorate depends on major department

Methods of Exemptions

The most common method for exemption is evidence provided with a transcript and/or syllabus from another program. Other exemption requirements include "approved" projects, written examination or a combination of approvals from the dean, committee or advisor. Frequently, all of these options were indicated as being available to the student. Other methods reported included oral examinations, written petition, appropriate experience and substitution of selected courses--the latter accepted from ALA accredited programs only. Table III.19 is a summary of the methods by which students may exempt courses.

Table III.19: Methods of Exempting Required Courses, 1988-1989

Method	ALA-PRO	NOT-ALA
Written Examination	23	3
Transcript from Other School	41	3
Approval of Advisor/Faculty	26	1
Other	16	

Credit Through Exempted Courses

In programs that provide for the exemption of required courses, eleven allow the exempted courses to count toward the master's degree, one toward the post-master's and one toward the doctoral. More frequently, schools do not provide credit for exempted courses. Table III.20 presents the data related to this question.

Table III.20: Credit Gained Through Exemption of Required Courses 1988-1989

Program	ALA-PRO Yes	ALA-PRO No	NOT-ALA Yes	NOT-ALA No
Master's	11	38	2	1
Post-Master's	1	10		
Doctorate	1	9		

Dalhousie indicates that it varies--students may be given advanced standing or may be required to take other courses to have the necessary credits
Kentucky that it depends upon the reason
Long Island indicates that an academic committee decides
Maryland indicates that Doctoral Committee decides
Northern Illinois indicates that credit is given sometimes course, not credit hours are waived in some cases
Simmons indicates that it "depends"
Southern Connecticut indicates that up to 3 courses can be exempted by transcript for 9 credits, but none by exam
Wisconsin-Madison indicates that up to 6 hours may be gained

Number of Hours that may be Exempted

Table III.21 displays the data related to the number of credit hours that may be exempted in programs reported in this survey. Included in the responses were indications that the number of courses exempted from the program was determined by the director; other schools indicated that it depended upon the experience base of the student.

Table III.21: Number of Hours that may be Exempted, 1988-1989

Number of Hours	Program Master's	Post-Master's	Doctoral
3	3	1	1
3-15	1		1
4	3		
6	8		1
9	4		1
12	6		
15	1		1
18	2		
36		1	
No Limit	1		
No Policy	2		
Varies	5		

Toronto indicates that 6 half courses may be exempted for MLS and 2 half courses for MIS

Transfer of Credit Hours

Respondents were asked whether or not they allowed for transfer of credit hours into the various degree programs which they provide. Table III.22 presents the data related to their responses.

Table III.22: Credit Hours Transferred, by Program, 1988-1989

Hours	Ugr	Master's	P-Master's	Doctorate
0	3	1	3	7
3			2	
4		2		
6	1	34	12	3
7		1	1	
8		2		
9		13	3	
10		1		
11		1		
12	1	6	4	2
15		1		
18		1	1	
24		2		2
27		1		
30				3
62	1			
72	1			
varies		1		
no limit	1			

Alberta indicates up to 24 hours for returning BLS or MLS
Dalhousie indicates a maximum of 1 academic year's study
Drexel indicates no maximum at undergraduate, but 48 hours must be at Drexel
Illinois indicates that 4 hours from an ALA accredited program school and/or 4 hours other related non-degree graduate credits from an accredited institution
Maryland indicates that it is established by the Doctoral Committee
Ontario indicates 2 courses
Texas Women's indicates it varies for doctoral program
Toronto indicates 8 half courses for MLS and 2 half courses for MIS

Two schools with undergraduate programs and two with doctoral programs indicated that the amount of credit which a person might transfer into the programs varies, but no ranges were given.

Table III.23: Extent to Which Schools Accept Credit From Programs Not Accredited by ALA, 1988-1989

Accredited Program	Accept Non-ALA	Not Accept Non-ALA
Yes	16	40
No	5	1

Arizona indicates "yes" but must be graduate level, no core courses, and approval by advisor
British Columbia indicates that content of course is assessed and compared to their own courses
Dalhousie indicates that it depends on individual circumstances
Louisiana indicates that it is not automatic and requires a syllabi
South Florida indicates "yes" if from a regionally accredited graduate program and approved by the student's advisor and director of the school
Pittsburgh indicates that it is directly related to student's designated library preference
Puerto Rico indicates that each case is examined by faculty committee
Rhode Island indicates 20% of total credits required for program
Sam Houston indicates that they accept AASL/NCATE accredited courses South Carolina indicates that they must come from a regionally accredited graduate program and approved by advisor and Dean
Southern Mississippi indicates it is case by case
Toronto indicates applicable non-North American courses
Western Ontario indicates only for students who receive BLS degrees from the unaccredited University of Ottawa program
Wisconsin-Milwaukee indicates that it requires approval from instructor and Admission Committee

Thesis, Papers or Projects

Respondents were asked to comment on their requirements for a thesis or other culminating project for their degree requirements. Table III.24 presents their responses.

Table III.24: Thesis Options, by Number of Schools, 1988-1989

	ALA-PRO			NOT-ALA		
Program	None	Required	Optional	None	Required	Optional
Master's	20	14	29	2	1	2
Post-Master's	15	11	5	1		
Doctoral		24				

Field Work

Supervised experience for academic or program credits, known generally as Field Work, was the basis of the next series of questions. Tables III.25 and III.26 present the data related to the responses. Table III.25 shows the number of schools offering field work for credit and Table III.26 the number of hours given for field work. Eleven accredited programs require field work of all students in the master's degree program. They are: British Columbia, Dalhousie (work experience may be claimed for this requirement), Long Island, North Carolina, North Carolina-Greensboro, Montreal, Rhode Island, San Jose, Rhode Island, Syracuse, and Texas Women's. Among the non- accredited programs, East Carolina and Sam Houston require field work.

Both British Columbia and Dalhousie require work experience as a graduation requirement but give no academic credit for field work.

A number of variations for field work were listed which include such requirements as the student must attend seminars, present papers related to the field work, and that field work is available only for school library media program students.

Table III.25: Number of Schools Offering Field Work for Credit, 1988-1989

Program	ALA-PRO	NOT-ALA
Master's	55	4
Post-Master's	24	1
Doctorate	5	

Table III.26: Number of Hours Given for Field Work, 1988-1989

Number of Hours	Master's	Post-Master's	Doctorate
0	1		
1-2	1		
1-3	1		
1-6	2	1	
2-3	3	1	
2-4	2	1	
2-6	1		
3	26	10	2
3-6	6	4	1
4	3	1	
4-12	1	1	1
6	4	2	
6-15	1		
9	1		
200(=4qt credits)	1		

Pittsburgh indicates that IS none available, LS is optional

San Jose indicates that there are a number of experience-based courses, thus requiring a variety of hours

S.Carolina indicates that number of hours are determined by type of library, previous experience, and individual's program objectives

Texas Woman's indicates that student with previous experience may petition for wavier

Toronto requires 1/2 course

Special Requirements for Graduation

Tables III.27 and III.28 contain information related to the special requirements that respondents indicated are necessary for students completing their programs. Some schools indicated on the questionnaire that a dissertation was a requirement for the doctorate. Since that is such a common requirement among all schools, no question was included on the questionnaire related to it.

Table III.27: Special Requirements for Graduation, 1988-1989

Program	Requirement					
	Comprehensive		Foreign Language		Other	
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA
Master's	34	4	6		9	1
Post-Master's	4		1		6	
Doctorate	23		13		12	

OTHER REQUIREMENTS FOR THE MASTER'S DEGREE
- Final exam or thesis-Washington
- Research report-Queens, Northern Illinois, E.Carolina
- Exit interviews-Hawaii
- Media competency-Florida State
- Thesis or research paper-UNC
- Project-UNC-G
- Foreign language-British Columbia, Dalhousie (other than English or French), Kentucky (for MA not MSLS)
- Research course with major proposal accepted-Wayne State
- Statistics and computer language-N.Carolina-Central

OTHER REQUIREMENTS FOR THE POST-MASTER'S DEGREE
- Oral examination and specialists paper-Wisc.-Madison
- Research report or project-South Carolina, Pratt, HawaII
- Defense of special project-Illinois
- Project-LSU
- Culminating independent study-Drexel

OTHER REQUIREMENTS FOR THE DOCTORAL DEGREE
- Statistics-Michigan
- Final examination and preliminary examinations-Illinois
- Two foreign languages or one language and statistics-Texas Women's
- Two research skills (one foreign language)-Wisconsin-Madison
- Oral exam-Texas
- Foreign language, statistics, or computer science-Alabama, Indiana, and North Texas
- Language for some fields-Berkeley
- Field research-Simmons

Table III.28: Number of Hours Required for Thesis, 1988-1989

Number of Hours	Program			
	Master's		Post-Master's	Doctoral
	ALA-PRO	NOT ALA		
0	3		1	2
1-4	1			

1-6	1			
2	2	1		
3	9		4	
3-6	3	1	2	
3-9		1		
4	3			
5		1		
6	10		7	1
6-9	1			
6-12				1
8	1	1		
9	3		1	
12	1			4
14				1
15				1
18				1
20	1			
24				3
32				1

Alberta indicates 9 credits for project, 3 credits for thesis
McGill indicates that a 6-hour research project is optional
Toronto indicates 4 half courses

Prerequisites for Entering the Program

Table III.29 presents data related to the requirements made of students who enter the various programs. In addition to the prerequisites listed in the table, some schools indicated that they require letters of reference, a statement of purpose, statistics and computer science courses or competencies, and various liberal arts credits for specific programs. The most frequently indicated tests required were the TOEFL for foreign students and the GRE and MAT tests generally.

Table III.29: Prerequisites for Entering Program, 1988-89

Prerequisite	ALA-PRO	NOT-ALA
Library Experience	4	
Foreign Language	4	
GRE/MAT/TOEFL, etc., Tests	53	3
Interview	28	2
Letters of Recommendation	24	
GPA	59	4
Other	25	1

Alberta requires a 4-year undergraduate degree
BYU indicates they sometimes require an interview
Dalhousie requires a statement of interest in the profession
Emporia requires a written statement of personal goals
Illinois requires a personal essay

Indiana indicates that interview for Ph.D. only. GRE and TOEFL optional for MLS but required for Ph.D. Iowa indicates that 85 hours in liberal arts and sciences are required
Kutztown requires at least 6 undergraduate credits
Northern Illinois indicates that 3 prerequisite library science courses are required
Maryland interviews occasionally
Michigan requires the GRE for doctoral only plus an interview
N.Carolina-Greensboro requires a personal narrative
Oklahoma requires a statement of commitment
Pittsburgh indicates that for the MSIS, 3 hours of math, statistics, behavioral science and programming language is required and for the MST, 3 hours in calculus, cognitive science, and statistics and 6 hours of a programming language is required
Queens requires an essay of 500 words
St. John's requires a personal essay
Southern Conn. indicates that foreign students may substitute a statistics or computer science course for foreign language
Texas indicates relevant work experience
Toronto requires 2 courses in computer science and 1 in math
UCLA indicates statistics and a computer language required
Wayne State requires 45 hours of liberal arts credits
Wisconsin-Madison indicates they require the GRE if student has a GPA below 2.75, and interview for the Ph.D., and 90 hours of undergraduate liberal arts

Distance Education

The "Main Campus," in this report, is defined as that campus, which may be a part of a university with multiple campuses, where the school has its permanent buildings and administrative offices. "Off- Campus" includes any course offered at a branch or regional campus of the university or at non-university locations such as public libraries, business facilities, schools and other post-secondary institutions. Teaching classes away from the home campus has been called "extension" by some, but the generally accepted label is "distance education." Table III.29 contains the data reported by the respondents related to courses taught in their distance education programs.

Thirty-eight schools with accredited programs offered one or more courses away from the main campus in 1988-1989, while twenty-nine did not. Two of the schools without accredited programs reported that they had taught one or more courses "off-campus."

At least 408 courses were taught as distance education as compared to 281 courses last year by 40 schools as compared to 37 schools last year. This is the first time in three years that the number has not increased from the previous year. The range is from 1 to Indiana's usual high, this year of 50.

Forty-two percent of the courses were required courses for the master's degree and fifty eight percent were electives. Several schools offered required courses for the doctoral degree away from the main campus including Wisconsin-Milwaukee, Texas, Indiana. Wisconsin- Milwaukee and Indiana also offered elective courses for the doctoral program.

Faculty were compensated for teaching distance education courses within their regular teaching load in 25 or fifty percent of the schools and as an overload in 16 or 32 percent. The latter is significantly higher than last year's 4 or 12 percent. Other compensation such as fees, and compensatory release time was listed by three schools. Oklahoma, Buffalo, and Kentucky indicated that part- time faculty were paid by the course, Indiana reduces faculty load from 3-2 to 2-2 if 2 are taught away from the main campus, Rutgers paid all adjunct, Texas pays by a set fee through Extension Division, Wayne State indicated that part-time salary established per course, and Western Ontario reduced regular teaching load by one course.

Fourteen schools indicated that they are expecting to change their distance education programs. Two, Maryland and Northern Illinois, indicating they were dropping their program and the remainder indicating that they plan to increase their efforts. Alabama plans to use 2-way closed circuit television, Arizona, Chicago State, and E.Carolina plan extension courses. Florida State is completing an off-campus program and South Carolina plans to participate in a distance education consortium.

Table III.30: Courses Offered Away from Main Campus, 1988-1989

Schools	No. of Courses	Required Courses	Elective Courses	Faculty Teaching Required		Faculty Teaching Elective	
				Reg	Adj	Reg	Adj
Alabama	14	2	12	1	1	1	5
Albany	6	2	4	1	1		3
Alberta	0						
Arizona	6		6			6	
Clark Atlanta		no report					
Brigham Young	5	2	3	all		all	
British Columbia	0						
Buffalo	4	1	3		1		3
Calif.Berkeley	0						
Calif.L.A.	0						
Catholic	15	6	9	3	3	1	8
*Chicago State	2		2	8	1	6	8
Clarion	9	6	3	5		2	1
Columbia	0						
Dalhousie	0						
Drexel	0						
Emporia	18	12	6	4	6	1	3
Florida State	1	1		1			

Hawaii	0						
Illinois	0						
Indiana	50	19	31	7	12	9	7
Iowa	0						
Kent	15	all	15	8	2	4	10
Kentucky	10	3	8	2		4	4
Long Island	39	25	14	7	20	23	31
Louisiana	4		4			3	1
Maryland	2	1	1	1		1	
McGill	0						
Michigan	0						
Missouri	11	4	7	1	3	1	6
Montreal	0						
North Carolina	4		4			3	1
N.Car.Central	2	2			2		
N.Car.Greensboro	1		1			1	
Northern Illinois	14	6	8	5	1	8	
North Texas	12	5	7	5		7	
Oklahoma	17	8	9	5	2	2	7
Pittsburgh	1		1				1
Pratt	3		3				1
Puerto Rico	0						
Queens	0						
Rhode Island	11	7	4	3	3	4	
Rosary	4	3	1	2			2
Rutgers	6		6				12
St. John's	0						
*Sam Houston	6	3	3	3		3	
San Jose	6	4	2	1		3	2
Simmons	0						
South Carolina	30	7	23	5	1	6	3
South Florida	23	8	15	4	4	11	4
Southern Conn.	16	10	6	1	3	2	6
Southern Miss.	6	3	3	3		1	1
Syracuse	3		3				3
Tennessee	5	2	3	2		1	2
Texas	2	2		2			
Texas Woman's	0						
Toronto	0						
Washington	0						
Wayne State	12	6	6	6		2	4
Western Ontario	6	3	3	1	2	1	2
Wisc.Madison	1		1				1
Wisc.Milwaukee	6	4	2	1			1
Totals	408	170 (42%)	238 (58%)	165	68	112	139+++

Kent-all courses taught off campus in Columbus, selected courses offered in Cleveland and Dayton

Texas-Extension, not resident credits

+++The number of faculty indicated by the schools do not add up to the same figure as the total number of courses indicated by them, but we continue to hope that we will get better data.

Telecommunications Delivery

A total of 10 schools indicated some use of telecommunications to deliver courses. South Carolina was the only school using open circuit television broadcasting to deliver courses (two each semester). Alabama, UNC-Chapel Hill, UNC-Greensboro, Oklahoma and San Jose indicated the use of two-way video and two-way audio to deliver courses. South Carolina (5 courses) was the only school offering courses using one-way video and two-way audio (interactive). Emporia indicated that three courses were offered using two-way audio and one course leased on video tape from another school. LSU indicated that they offered one course using two-way audio communications and computer display and Pittsburgh using audio communications and fax technology. Wayne State is investigating the use of telecommunications, Emporia is expanding its use of telecommunications, UNC will increase the number of courses offered, South Florida taught two courses via interactive television, Pittsburgh is completing a fiber optic cable with special equipment that will enable them to send courses to remote campuses, Hawaii will be using new 2-way interactive television, Indiana is planning 2 courses for the television network, Southern Connecticut is experimenting with mixed technologies (audio, microcomputer, fax, and satellite down link), and South Carolina is producing three courses to be distributed by Mind Extension University (an educational cable subsidiary).

Individual Course Offerings

Table III.31 presents data related to the provision of courses by the respondents.

Categories have been coded as follows:

A = Undergraduate credit only
B = Undergraduate or Master's credit
C = Master's credit only
D = Master's or Post-Master's credit
E = Post-Master's credit only
F = Post-Master's or Doctoral credit
G = Doctoral credit only

Table III.31: Courses Listed in College Catalog by Level and Academic Year, 1988-1989

Schools	Courses Listed	Percent Taught	Courses Restricted to:						
			A	B	C	D	E	F	G
Alabama	81	91	1	10	25	55	3	3	2
Albany	52	85		9	0	42	1		
Alberta	47	74		4	43				

Table III.31: Courses Listed in College Catalog by Level and Academic Year, 1988-1989 (cont'd)

Schools	Courses Listed	Percent Taught	Courses Restricted to:						
			A	B	C	D	E	F	G
Arizona	48	81	none restricted			47 ugr only			
Clark Atlanta		no report							
Brigham Young	31	100	master's only						
British Columbia	50	40			50				
Buffalo	42	90						40	2
Calif.Berkeley	54	90	5						
Calif.LA	96	74	6						1
Catholic	72	64	none restricted						
Chicago		no report							
*Chicago State	35	57	2	9	24				
Clarion	40	85	none restricted						
Columbia	91	92			17	17	17	28	
Dalhousie	34	85	all master's only						
Drexel	60	85	29			60			1
*East Carolina	31	94		9		22			
Emporia	44	70				all			
Florida State	54	91	3	1		45			6
Hawaii	41	60	none restricted						
Illinois	47	81	1	10		28	1		7
Indiana	61	82	1	6	24	20		9	9
Iowa	32	94		7	25				
Kent	48	79		3		42	3		
Kentucky	47	90	no response						
*Kutztown	36	80	15	2		18			
Long Island	74	87	no response						
Louisiana	46	91	none restricted						
Maryland	67	72			4				2
McGill	40	95	all graduate level courses						
Michigan	72	81							2
Missouri	46	78		18	28				
Montreal	51	41							
North Carolina	72	75	no response						
N.Car.Central	38	80		8	18	12			
N.Car.Greens	45	78	no response						
Northern Illinois	35	73			32				
North Texas	55	71	none restricted						
Oklahoma	35	77	3			32			
Pittsburgh	174	87	24			120		28	2
Pratt	60	61			1	34	1		
Puerto Rico	32	67							
Queens	36	68		3	33				
Rhode Island	42	69	none restricted						
Rosary	53	95			all				

Table III.31: Courses Listed in College Catalog by Level and Academic Year, 1988-1989 (cont'd)

Schools	Courses Listed	Percent Taught	Courses Restricted to: A	B	C	D	E	F	G
Rutgers	46	na				57	4		21
St. John's	54	70		5		49			
*Sam Houston	30	75			30				
San Jose	51	80			all				
*Shippensburg	22	72			22				
Simmons	77	85			4				9
South Carolina	61	64	4	1		56			
South Florida	47	57	1	2	44				
Southern Conn.	122	97	none restricted						
Southern Miss.	61	48	6	18	39				
Syracuse	88	63	10	10	67				1
Tennessee	38	92		2	36				
Texas	76	76		3	1	72		3	2
Texas Woman's	70	75							
Toronto	64	75	none restricted						
Washington	58	91	none restricted						
Wayne State	44	84		11		32	1		
Western Ontario	53	74			9				2
Wisc.Madison	55	85	2	15		46			
Wisc.Milwaukee	52	96	2	19	31				

Dalhousie indicate they include academic and reading courses and thesis options

North Carolina-Greensboro indicates 500 and 600 level courses restricted to undergraduate/MA, except for 680

Rutgers indicates that classes may be open by special request from post masters and masters students

Texas Women's indicates that, with permission, master's students may take 5000 level courses (which count on their degree program). Doctoral students may take 6000 level courses.

Regular and Adjunct Faculty

Respondents were asked to indicate the number of required and elective courses taught by regular and adjunct facutly on the home campus of the school. Table III.32 cantains a summary of those responses. Regular, full-time faculty taught 77.7 percent of the required courses and 71.6 percent of the elective courses. Adjunct faculty taught 17 percent of the required courses and 25 percent of the elective courses. The remainder were taught by visiting faculty, teaching assistants, or lecturers.

Table III.32: Regular and Adjunct Faculty Teaching, 1988-1989

Faculty	Courses Required	Elective
Regular Full-Time	713	1676
Adjunct	159	594
Other	46	69

Faculty Teaching Load

Respondents were asked what was the regular teaching load for faculty during the academic year, the summer load, and the maximum number of hours a faculty person might be able to teach as an overload. Table III.32 contains a summary of these data. Only four schools require faculty to teach in the summer, the remainder offer that as an option.

Table III.33: Faculty Teaching Load, 1988-1989

Number of Hours Per Year	Number of Schools Reporting Regular Load	Summer Load	Max-Overload
0		3	21
0-8		1	
1		1	
3		5	19
3-6		7	1
3-8		1	
3-9		1	
3-12		1	
4		1	
4-6		1	
6	2	25	3
8		2	
8-16	1		
9	6	4	
9-11	1		
12	14	2	
12-18	1		
14	1		
15	16		
15-18	1		
18	13 (1qt, 1tri)		1
24	5		
26		1	
36	1		
130	1		
varies with no set policy			1

Courses Cross-Listed with Other Units

Respondents were asked to list courses that were cross listed with other units in their respective institutions and to indicate which unit had the major teaching responsibility for the individual courses. Table III.34 contains a summary of the data related to the courses for which the Library and Information Science unit had the major teaching responsibility. Table III.35 contains a summary of the data related to the courses that were cross listed and for which another unit in the institution had major teaching responsibility. As in years previous, a number of the responses were such that it was difficult to impossible to determine the extent to which the school or the other unit had primary responsibility for teaching the various courses. The list, therefore, contains a description of the units with whom there appears to be cross-listing of courses.

Table III.34: Courses Cross-Listed with Other United of Instruction, Major Teaching Responsibility in Library and Information Science Unit, 1988-1989

Schools	Courses	Academic Units
Alberta	School Library Media	Education
	Storytelling	
	Mat. for YA	
	Mat. for Children	
Arizona	History of Children's Lit	English
	Scholarly Communication	Communication
British Cola.	Lit. for Children	Education
	Lit. for Young People	Education
	Audio-visual Mat.	Education
Calif.LA	Latin America Research	Latin Am. Studies
	African Bibliography	African Area Studies
	Ethnic Group Bibliography	American Indian Center Chicano Studies Center Jewish Studies
*Chicago St.	Media Resources for Teachers	Early Childhood Ed
Dalhousie	YA Literature	Education
	Media Interests Child. Lit	"
	Media Interests	"
*East Carolina	Computers in Education	Education
Hawaii	Asian Bibliography	History
Illinois	Interactive Systems Design	Educational Psych.
	History of Libraries	Communications

Iowa	Lit. and Storytelling for Children	Education
*Kutztown	Microcomputers for Audio-Visual Educators	Communication
	Microcomputers in Ed	"
	Development of Projected	"
	Instructional Materials	"
Long Island	Interdivisional Database Searching	Education
LSU	Automation of Bibliographic Control Systems	Computer Sci.
	Info. Science	"
	Abstracting and Indexing	"
	Online Info. Retrieval	"
Michigan	Teaching Role of School Lib. Media Specialist	Education
	Music Bibliography	Music
	Problems in the Admin. of Archives	History
	Archives and Records Man.	"
	History of Books and Printing	"
Missouri	Administration of School Lib	Education
UNC	Info. Systems in Language Research	Computer Sci
	Natural Language Proceeding	"
	Info. Retrieval	"
UNC-Central	Computer-Based Storage and Retrieval	Psychology Public Administration
	Communication Science I,II	Math/Comput Sci
	Information Systems	"
N. Illinois	LIBS 362X	CIEI 362
Oklahoma	Government Public.	History
Pittsburgh	Info. Communication and Coding Theory	Intelligent Systems
	Intro to Parallel Distributed Processing	"
	Natural Language Processing	"
	Artificial Intelligence	"
	Doctoral Seminar	Intelligent Systems
	Research Seminar - Foundations	"
Rhode Island	LSC532	Sec Education (Eng)

Rosary	Business Info. Sources	Grad. Sch. of Bus
	Administration	"
	Organization of Info	"
Rutgers	Mat. for Children	Grad. Sch. of Ed
	Mat. for YA	"
	Mat. for Adults	"
St. John's	Print and Non-Print	School of Ed.
	Curricular Mat. for Child.	
	Lib. Programs for Children and YA	"
	Contemporary Lit for Children and YA	"
	Creating Basic Audiovisual Media	"
	Mat. and Ser. to Special Users	"
	School Media Centers	"
	Print and Non-Print Materials	
	Services for Young Adult	"
Southern Miss	Audio-Visual Media and Equipt.	Research and Found. Col. of Ed and Psychology
	Inst. Styles and Models in Media Programs	"
	Instructional Television	"
	Problems in Sch. Lib. Media Center Ad.	"
	Ad. of Media Centers	"
	Trends in Inst. Tech.	"
	Selection and Org. of Media Resources	"
	Adv. Media Prod. Techniques	"
Texas	Visual Resources Collection	Fine Arts
Washington	Info in the Public Policy Making Process	Sch. of Public Affairs
Wisc.-Mad	Teaching Child Lit in Elm/Mid	Curriculum and Inst
	YA Lit for Schools	"
	Field Project for Info Agencies	"
	History of Bks. and Printing	History
	History of American Librship	"
	Modern Archives Admin	"
	Special Probs in Archives/ Manuscripts Admin	"
	Practice of Arch/Manuscript Admin	"

Wisc.-Mil	Intro to Instructional Tech	Curriculum and Inst
	Production and Util of Media	"
	Supervision of Inst Media Pro	"
	Map Librarianship	Geography
	Modern Archives Management	History

Simmons indicates that some courses occasionally taken by master's students in Communication and Children's Lit

Table III.35: Courses Cross-Listed with Other Units of Instruction, Major Teaching Responsibility in other Unit, 1988-1989

Schools	Courses	Academic Units
Albany	Computing and Disability	Social Welfare, Psych,Comp Sci
Alberta	School Librarianship	Education
Arizona	Media in Instruction	Teaching and Teachers Ed
	Children's Lit in Spanish Mexican Am. Lit	Span. and Port.
	Info Sources for Agricultural Scientists	Plant Science
	Coordination of Inst. Media Programs	Teaching and Teachers Ed
	Prep. of Inst Mat	"
	Intro of Grad. Study in Music	Music
British Cola.	Canadian Historiography and Historical Method	History
Buffalo	International Publishing	Higher Ed
Calif.LA	Folklore Archiving	Folklore
	Management Accounting	Anderson Grad. Sch. Mgt.
Columbia	Chemical Probs Conservation	NYU
	Individual Probs Conservation	"
Dalhousie	Management Info. Systems	Business Ad.
	Planning and Dev. of School Lib. Programs and Services	Education
Hawaii	Music Bibliography	Music
Iowa	History of the Book	Journalism, Eng
	Recent Develop Literature for Adolescents	Education, Eng
LSU	Info Retrieval Systems	

Oklahoma	Tech. of Ed. Communication	Education
Tennessee	Utilization of Inst. Media	Education
	Advanced Prod of AV Software	Education
Texas	Latin Paleography	Eng/Classics
	Codicology	English
Wayne St.	History of Children's Lit	Elementary Ed
	Storytelling	"
	Oral History	History
	Intro. to Archival Meth. I	"
	Intro. to Archival Meth. II	"
	Conservation and Ad. of Photographic Collections	" "
	Principles and Practices of Instructional Design	" Instructional Tech.
	Instructional Materials Workshop	"
	Using Audiovisual Methods Materials and Equipment	"
	Educational Technology	Education
	Survey and Analysis of Lit for Younger Children	Elementary Ed
	Survey and Analysis of Lit for Older Children	"
	Literature for Adolescents	English Ed
Wis.-Mil	Children's Literature	Curriculum and Instruction
	Reading Interests of Adolescents	"
	Seminar in Bibliography and Textual Criticism	English

McGill indicates that they encourage up to 12 hours outside their college and most units are listed

Curriculum Committees

Respondents were asked to describe the composition of their standing committees on curriculum. Table III.36 and Table III.37 present the data related to their responses. Only two schools indicated that they did not have a curriculum committee. Only two schools indicated that they gave faculty some compensation for curriculum related activities. Florida State provides the Dean for Instruction 50% release time for curriculum related activities.

Table III.36: Curriculum Committee Members by Categories, 1988-1989

Categories of Members	Programs ALA-PRO	NOT-ALA
Faculty	57	3
Staff	14	1
Students	41	3
Alumni	8	
Practitioners	5	
Others	7	1

Table III.37: Curriculum Comittees, by Composition, 1988-1989

Committee Composition	Programs ALA-PRO	NOT-ALA
Faculty only	13	
Faculty, staff	2	
Faculty, students	22	1
Faculty, students, others	4	1
Faculty, students, alumni	2	
Faculty, students, alumni, practitioners	2	
Faculty, students, staff	4	1
Faculty, students, staff, others	2	
Faculty, students, staff, practitioners	1	
Faculty, students, practitioners	1	
Faculty, students, staff, alumni	4	
Faculty, practitioners	1	

Curriculum Changes

Respondents were asked to indicate the nature of changes within their curriculum during the past year. Table III.38 contains a summary of those responses. Following the table are the specific changes as indicated by the individual schools.

Table III.38: Curriculum Changes Made within the Past Year, 1988-1989

Type of Changes	No. of Programs Reporting that Change ALA-PRO	NOT-ALA
New Courses Added	29	4
Courses Dropped	20	2
Added new programs	5	1
Revised Total Curriculum	2	3
Reviewed Total Curriculum	9	2
Revised Specific Curriculum Areas	10	2
Reviewed Specific Curriculum Areas	15	1
Taught Experimental/Trial Courses	26	1
Other Changes	7	2

Specific Changes

Listed below are the specific course and program changes indicated by the respondents. The changes are listed by school. Titles were copied from the questionnaire as the respondents listed them except that occasionally the complete title appears in this list when only abbreviations were used on many questionnaires.

NEW COURSES

Alabama
- Independent Study (Ph.D.)
- Dissertation Research (Ph.D)

Albany
- National Information Policy

Arizona
- Information Sources and Services in the Humanities
- National and International Information Policy
- Children's and Youth Services in Libraries

California-LA
- User Education/Bibliographic Instruction: Theory and Technique

Catholic
- Health Sciences Literature II
- Microcomputer Workshop Information
- Systems Design (not for SLIS students)
- Computer Institute on applications in Health Science Information Management
- Library Resources and Research
- Users of Libraries and Information

Clarion
- Business Reference Sources and Services

Columbia
- Telecommunications
- Management of Technology (Special Studies)
- Microcomputers in Libraries (Special Studies)

Drexel
- Instructional Role of the Information Specialist
- Database Management I & II

Florida State
- Access to Business Information Sources

Hawaii
- Advanced Online Information Services
- Introduction to Archives Management
- Services in Archives Studies

Indiana
- Computer Literacy (undergraduate training)

Kent
- Information Uses and Services
- Information Science
- Preservation Management

Kentucky
- Advanced Online Searching
- Design of Library and Information Systems

Long Island
- Legal References: Sources and Services

Louisiana
- Library User Instruction
- Library Research and Materials

North Carolina Central
- Children's Resources and Services
- Adolescent Resources and Services
- Adult Resources and Services
- Family and Community Relationships

North Carolina-Chapel Hill
- Marketing of Information and Library Services
- Artificial Intelligence for Information Retrieval

North Texas
- Fundamentals of Information Organization
- Library Technical Service
- Health Sciences Information Management
- Legal Information Resources
- Information Transfer Technology
- Library Automation Project Management
- Seminar in Trends and Issues in Literature for Children and Young Adults
- Doctoral Seminar in Information Issues

Northern Illinois
- Topics in Specialized Literatures

Pittsburgh
- Archival Appraisal
- Records Management
- Library and Archive Preservation
- Personnel Issues in Libraries and Information Centers
- Information Processing Standards
- Marketing of Information and Telecommunications Services

Rhode Island
    Database Management Systems for Information Services
Sam Houston State
    LS 567
San Jose
    Resources in History and Philosophy
Simmons
    Hypermedia Information Delivery Systems
    Emerging Technologies and the Library/Media Center
    Optical Technologies and Information Management
    Introduction to Archival Materials and Services
    Administration of Archives and Manuscript Collections
Southern Mississippi
    Serials
Texas Woman's
    Online Information Retrieval
Washington
    Learning Resources Endorsement Topics
Western Ontario
    Economics of Information
Wisconsin-Madison
    Introduction to Library Automation
    Seminar in Library Public Services
    Planning User Services for Information Agencies
    Topics in Information Agency Management
    Seminar in Information Agency Management

COURSES DROPPED

Albany
    History of Children's Literature
    Documents and Publications of International Organizations
    Information Systems in Human Services
    Library Materials for Children
    Library Services to Children
Arizona
    Technical Services Problems
    Library Public Relations and Communications
    Laboratory in Library Communication
British Columbia
    Law Library Administration
Buffalo
    Video Communication
    Seminar in Media Utilization

Catholic
- Information Technology
- Introduction To Information Resource
- Automation in Archives
- Economics V Information
- Rehabilitation Literature
- Databases in the Health Sciences
- Practicum in Health Sciences
- Information Service
- Intensive Online Workshop
- Microcomputers in Information System Design

Drexel
- Technology of Information Storage and Dissemination
- Educational Media for the School Curriculum
- Database Management

Florida State
- Library Use in Undergraduate Study
- Introduction to School Library Media Centers
- Audiovisual Management in Libraries/Media Centers
- Classification and Cataloging
- Administration of School Library Media Center
- Basic Reference Sources
- Mass Media and Libraries
- History of the Book
- Information Services of the Information Professional
- Bibliography

Illinois
- Advanced Problems in Librarianship
- Grantsmanship

Indiana
- Introduction to Information Science

Kent
- European Librarianship

Kentucky
- Multimedia Materials
- Cataloging and Indexing Multimedia Materials
- Non-print Media

North Carolina Central
- Early Childhood Resources and Services I & II
- Resources and Services for Youth I & II
- Parent Education

North Carolina-Chapel Hill
- Modern Publishing in the Book Industry
- Non-Book Media as Library Resources

North Carolina-Greensboro
- The Learning Resources Center
- Plan and Evaluation of Library Services

Northern Illinois
- Government Publications
- Program Evaluation for Libraries
- Library Networking and Cooperation
- Information Storage and Retrieval

- Oklahoma
  - Copyright Issues
  - Law Librarianship
  - Computer Assisted Legal Research
  - Technical Services Law Library
- Pittsburgh
  - Seminar in Communications
- Puerto Rico
  - Library Resources in Education
- Queens
  - Visual Arts Librarianship
  - Library in Cultural History
- Rhode Island
  - Librarianship and Public Policy
  - Seminar in Library Administration
  - Special Independent Work
- Rosary
  - Adult Services in the Public Library
  - Computers and Telecommunications
  - Seminar in Reference Services
  - Programming
- Sam Houston
  - Management of Libraries as Information Systems
  - Research and American Library Resources
- Shippensburg
  - Government Documents and Serial Publications
  - Library Automation
  - Library Internship
  - Library Practice
- Simmons
  - Information Retrieval Research
  - Indexing Language Design
  - Designing Libraries and Information Centers
  - Archives Management
- Texas Woman's
  - Online Bibliographic Searching
  - Telecommunications and Information Services
  - Management of Online Services
- Toronto
  - School Library Programs and Services
  - School Library Systems
  - Curricular Resources and the School Library
  - Canadian Resources for School & Public Libraries
  - Seminar in School Libraries
- Wisconsin-Madison
  - Trends in Library Automation

NEW PROGRAMS

Indiana
- Joint Degree with Law (JD & MLS)

North Carolina Central
- Master of Information Sciences

North Carolina-Chapel Hill
- Certificate of Advanced Studies

Rosary
- Joint MS in Management Information Systems
- Joint GSLIS/Graduate School of Business Program

St. John's
- Double degree with Government & Politics (MA/MLS)

Toronto
- Master of Information Science (MIS)

TOTAL CURRICULUM REVIEWED

Long Island
- Core curriculum and areas of specialization including public libraries, school media, academic, special libraries and information science.

North Texas
- yes

Northern Illinois
- The undergraduate minor has been eliminated. All 400 level courses were changed to 500 level as a result.

Pratt
- yes

Queens
- As part of Self-Study

Rosary
- Yes, completed from October 1988 - December 1989.

Sam Houston
- Yes

Simmons
- yes

Southern Connecticut
- in process

Washington
- Spring Quarter the faculty undertook a total curriculum review.

Wayne State
- Curriculum is reviewed annually at the program's annual planning and evaluation session.

Total Curriculum Revised

Dalhousie
- Students now take a programme of 10 required courses, 2 required non-credit courses and 6 electives. Revision now completed from 1985/86.

Puerto Rico
- Approved May 1989 by Council on Higher Education

Rutgers
    Changes will be made a part of the curriculum in the Fall of academic year 1990/91.
Sam Houston
    Partial
Shippensburg
    Conversion of remaining 400 level (undergraduate or graduate) to graduate only.
Simmons
    Archives

SPECIFIC AREAS WITHIN CURRICULUM REVIEWED

Drexel
    Database Management
Illinois
    Ongoing review of required courses; reference sequence entitlement for school media specialist investigated; practicum reviewed.
Kent
    Information Science component, type of literature component.
North Carolina Central
    Children and Young Adult Services
Oklahoma
    Elective courses
Pittsburgh
    LS- review of Ph.d. requirements
Rhode Island
    Core (required) Courses
Rosary
    all
Sam Houston
    all

SPECIFIC AREAS WITHIN CURRICULUM REVISED

Drexel
    Database Management
Emporia
    Li 816, The School Media Center, accepted as elective in MLS program (had been only for School Certification students). Grading policy reviewed. Credit or Waiver by examination policy revised.
Florida State
    Areas of concentration (specialization) were reviewed and changes made in requirements and suggested electives.
Illinois at Urbana-Champaign
    Practicum guidelines revised
North Carolina Central
    Children and Young Adult Services

- Rhode Island
  - Core course 501.
- Rosary
  - Definitions of focus areas
- Sam Houston
  - School
- Texas Woman's
  - MA program goals revised; expanded to 48 hours.
- Washington
  - Libr 502 was made a required course.

EXPERIMENTAL/TRIAL COURSES

- Albany
  - Legal & Ethical Issues in Libraries
  - Archives & Information Center
  - Software for Library Information Systems Management
  - Management of Electronic Publications and Records
  - Advanced Microcomputer Database Development
  - Text Management & Retrieval Systems
  - Health Sciences Information Resources Management
  - Evaluation & Selection of Personal Computing Software
  - Packages for Information Management Applications
  - Introduction to Preservation in Libraries & Archives
- Arizona
  - Corporate Libraries
  - Current Resources in School Libraries
- Drexel
  - Information Industry
  - Space Planning for Information Services
  - Information Process and Policy
  - Quantitative Methods II
  - Expert Systems; Language Processing.
- Emporia
  - The School Media Center, video.
- Illinois
  - Library Use Instruction
  - Books of Fantasy for Children
  - Preservation of Library Materials
  - Economics of Information
  - Personnel Issues in Information Management
  - Research Methods (MS students)
  - Adult Popular Literature
  - Grantsmanship.
- Indiana
  - Database Design
  - Rare Books
  - Management of Non-print Services
  - Workshop in Bibliographic Instruction
  - Reference and Nonfiction Sources for Young Adults
  - Institute on Library Services to the Handicapped Patron
- Iowa
  - Management of Technical and Serials Services

Kent
- Database Design
- Legal Bibliography.

Maryland
- Management of Online Services in Schools
- Seminar in Interlibrary Cooperation & Networking
- Classification Theory

McGill
- Music Librarianship
- Information Storage and Retrieval Systems

Michigan
- Information Resources in Graduate Studies & Research (Service course not open to their students)

North Carolina-Chapel Hill
- Cognitive Science
- Artificial Intelligence in Information Retrieval
- Preservation
- Library Automation
- Alternatives in Librarianship

North Carolina-Greensboro
- Administration of Public Library Service for Children/Young Adults
- Business Reference
- Advanced Database Searching

Oklahoma
- Literature of the Sciences
- Seminar, Academic Libraries/Information Resource Management
- Seminar, Public Libraries.

Pittsburgh
- Cataloging Non-print Media
- Archival Preservation.

Puerto Rico
- Comparative Librarianship
- Facilities Planning
- Archives & Records Management
- CD-ROM Workshop.

Queens
- Word Processing and Spread Sheets
- Computers in Society

Rosary
- CD-ROM Applications

Sam Houston
- LS 567

South Carolina
- Introduction to Children's Services
- Introduction to Public Services
- Law Librarianship
- MEDLINE Searching
- Advanced Online Searching
- American Children's Books of the 1800's
- Educational Software in the Schools
- SC Book Award Program in the Schools
- Storytelling

South Florida
  - Current Issues in Technology and Management
  - Educational Role of the School Media Specialist
  - Information Storage and Retrieval

Syracuse
  - Theory and Practice of Expert Systems
  - Natural Language Text Processing

Western Ontario
  - Multicultural Librarianship
  - Software Evaluation

Wisconsin-Milwaukee
  - International Librarianship
  - Ethnic Literature for Children
  - Book, Paper and their Preservation
  - Serials Management
  - Public and School Library Programs for Children using

Non-Staff Personnel
  - Information Marketing

OTHER CHANGES

Alberta
  - Change name of Faculty to Faculty of Library & Information Studies; change degree to Masters of Library & Information Studies; course titles and number changes.

Arizona
  - Changes in course numbers, names

British Columbia
  - Course passing grade raise to 70%

Buffalo
  - Undergraduate minor in Information Media Utilization has been terminated

Catholic
  - Revised titles of courses

Chicago State
  - New degree name, MS in Library Science

Emporia
  - Weekend intensive courses added in Iowa program

Florida State
  - Phasing out undergraduate school library media specialist program. Faculty approved goals and objectives for a new area of concentration (specialization) Information Systems Specialist.

Kutztown
  - New selected topics course as the title varies

Maryland
  - Continued revision of course descriptions

Missouri
  - Library Information Systems course changed from 5 to 3 hours, plus 2 hours prerequisite or proficiency exam in IS101.

North Carolina-Chapel Hill
  - Miscellaneous course title and description changes.

North Carolina-Greensboro
  Changes is current course numbers and titles
South Carolina
  Online Information Services course increased from 2 to 3 credit hours
Southern Mississippi
  Title changes
St. John's
  Three course concentration introduced
Toronto
  Two Issues in Librarianship Courses were offered: Alternatives in Librarianship, Advanced Law Librarianship
Washington
  Goals and objectives of the school were reviewed and revised

Under Consideration

Respondents were asked to indicate what curriculum changes were being considered. Table III.39 contains the data as reported by respondents. Following the table is a list of the specific changes indicated by the respondents.

Table III.39: Curriculum Changes Under Consideration, 1988-1989

Category of Change	Number of Schools	
Integrated core	15	2 non-ALA
Sixth year-Post-Master's	3	
Doctoral program	7	
Two-year Master's program	3	
Other joint Master's programs	4	1 non-ALA
Others	18	

UNDER CONSIDERATION

Albany
  Initiation of 45 credit MS and participation in interdisciplinary Ph.D. (with Business, Communication, Computer Sciences, and Public Administration) projected for 1990.
Alberta
  Deletion of Faculty of Graduate Studies and Research requirement for non-thesis project or thesis possibility of course work only degree.
British Columbia
  Changes in core/required courses.
Buffalo
  Doctoral Program in LIS has been approved, awaiting approval of SUNY Central Administration and the State Education Dept.

California-Berkeley
Entire Curriculum under review
California-LA
Thoroughly reviewing core courses
Chicago State
Adding joint master's- communications/speech
Columbia
Two new required courses (Elements of Computing, Research Methods), master's form 36 to 48 hours.
Dalhousie
Discussing plans for joint MLIS/LLB.
East Carolina
Part of overall curriculum review during 1989/90
Emporia
Adding doctoral program. Review of relation of course contents.
Florida State
New specialization (Information Systems Specialist), will involve designing new courses and revising require/electives, including core.
Hawaii
Post MLIS Certificate in Conservation and Preservation.
Illinois
Changes in reference sequence, pursuit of entitlement for school media specialist, revision of practicum procedures
Kent
Changing name of the School
Long Island
Adding a certificate program in archives/records management
Louisiana
Adding doctoral program
Maryland
LBSC 690/691 will be required of all MLS students beginning Fall 1990.
McGill
Adding doctoral program, complete curriculum review
Montreal
Changes for next year under consideration
North Carolina-Chapel Hill
Review of core and clarification of distinction between library science and information science tracks.
North Texas
Adding doctoral program- Interdisciplinary Information Science Program
Northern Illinois
Adding sixth-year or post-master's program.
Pittsburgh
Adding archives and preservation as specialization, Medical Informatics.
Rhode Island
Possible increase to 18 credits in the core, possible change to 42 credits for master's.

Rosary

Adding computer skills foundation workshops and doctoral program. Strengthening focus areas: archives, rare books/special collections, information resources management, health science librarianship

San Jose

Investigation of core relationships with each other and advanced courses. Adding sixth-year or post-master's program

Shippensburg

Changes in core

Simmons

Core changes under discussion

South Florida

Evaluating entire core; adding specializations

Southern Mississippi

A complete curricular review with whatever changes that are needed.

St. John's

Core course requirement being extended to include all upper level literature courses. Adding joint Master's Sociology/MLS. BA/MLS, JD/MLS being investigated

Syracuse -

Redesign of undergraduate required courses and specializations. Shortening IRM MA from 54 to 42 hours.

Texas

Required courses under review

Toronto

Admission to the MA(T) program has now ceased. The overall curriculum of the new MIS program is under constant active review.

Wayne

Proposed core changes, exploring adding doctoral program, joint master's with Education for certification, and possible bachelor's major.

Western Ontario

Review of areas of specialization

Wisconsin-Madison

New requirement January 1990- Research Approaches to Library and Information Studies. Sequence for 2 courses to complement the introductory course on preservation added in 1989: Preservation Management in Libraries and Archives, and Practice of Preservation Archives-Manuscripts Administration.

Wisconsin-Milwaukee

New Joint program in Computer Science and foreign languages

INCOME AND EXPENDITURE

Fred W. Roper

Mary M. McCormick

and

John N. Olsgaard

This section of the report provides a descriptive analysis of the data pertaining to the financial status of graduate programs of library and information science whose first progressional degree programs have been approved by the American Library Association. Reports were received from six of the schools which do not have accredited programs. Each category of response is reported separately.

Complete financial data were received from 58 of the 61 eligible schools with ALA-accredited programs. The schools which did not return or fully complete the financial section of the report are included in the complete tables of income and expenditures, Tables IV-19 and IV-20, and in institutional benefits, Table IV-21.

The 1986 report contained new numbering for tables in the financial section, and the same numbering has been used again in 1990. In order to enable the reader to make easy comparisons of the present data with those of previous years, a conversion chart for the same tables in earlier report years is again presented as Appendix I.

FUNDING: AMOUNTS AND SOURCES

A total income of $58,626,818 was reported by 58 schools; this represents an average income of $1,010,807, as shown in Table IV-1. Funding for the schools ranged from a high of $4,425,117 to a low of $287,006. The median income in 1988/89 was $735,176, which represents a increase of 3.08 percent over the previous year's median income of $713,797.

Table IV-1

TEN-YEAR FUNDING LEVELS

Year	N	Total Income	Average Income	Increase
1979/80	57	31,670,446	555,622	3.0
1980/81	68	38,722,203	569,444	2.5
1981/82	65	39,610,756	609,396	7.0
1982/83	61	40,646,371	666,334	9.0
1983/84	64	43,749,612	683,588	2.6
1984/85	56	40,026,720	714,763	4.6
1985/86	54	42,645,479	789,731	10.5
1986/87	55	47,974,731	872,268	10.4
1987/88	56	53,011,067	946,626	8.5
1988/89	58	58,626,818	1,010,807	6.8

(N = Number of schools reporting total income)

The average income continues to increase, although the rate of increase has declined for the third consecutive year. A review of the percentage of increase or decrease for individual schools is reported in Table IV-2.

Table IV-2

PERCENTAGE OF INCREASE/DECREASE IN INCOME

N = 51*

Percentage	Increase	Decrease
1-5	10	5
6-10	7	3
11-15	6	1
16-20	6	1
21-25	4	-
26-30	2	2
31-35	2	-
36-40	1	
41-45	-	-
46-50	-	-
51+	1	-
Total	39	12

* Does not include five schools which reported changes in income of less than 1 percent.

The number of schools receiving increases in total income continues to decline: 39 received increases of 1 percent or greater in 1988/89 as opposed to 40 in 1987/88. The number of schools receiving decreases, however, also declined: from 13 in 1987/88 to 12 in 1988/89. Forty-three percent of the increases fell in the 1-10 percent range for 1988/89. Five schools reported changes in income of less than 1 percent. Ten schools reported showing an increase of 1-5 percent, and seventeen, or 30 percent of the 56 schools for which data were available, showed an increase of 10 percent or under.

The frequency distribution of the total income for schools with ALA-accredited programs is contained in Table IV-3, which shows an increase of two schools in the number reporting income over $1,000,000 (21 in 1988/89; 19 in 1987/88). Five schools reported income of over $2,000,000, an increase of 4 schools since 1987/88. At the lower end of the spectrum, the percentage of schools reporting incomes under $600,000 continues to decrease: 30 percent in 1988/89 as opposed to 36 percent in 1987/88.

Table IV-3

FREQUENCY DISTRIBUTION OF TOTAL INCOME

N = 58

$ 4,000,000+	1
3,000,000+	-
2,900,000+	-
2,800,000+	-
2,700,000+	-
2,600,000+	-
2,500,000+	-
2,400,000+	-
2,300,000+	-
2,200,000+	-
2,100,000+	1
2,000,000+	3
1,900,000+	1
1,800,000+	3
1,700,000+	-
1,600,000+	1
1,500,000+	4
1,400,000+	0
1,300,000+	1
1,200,000+	1
1,100,000+	2
1,000,000+	3
900,000+	2
800,000+	2
700,000+	7
600,000+	9
500,000+	9
400,000+	6
300,000+	1
200,000+	1
100,000+	-

In Table IV-4, the sources of funds for schools with ALA-accredited programs are described for the ten-year period 1979/80 - 1988/89. Although the largest percentage of funding continues to come from the parent institution, the decrease, which began in 1982/83 and has continued with the exceptions of 1984/85 and 1985/86, is still present. Although federal funding increased slightly (mainly through funding at one institution) as it has in 2 other years in the last decade, it still represents a lower percentage than at the beginning of the decade. The percentage of income from "other" sources declined slightly, although not to its pre-1987/88 levels.

Table IV-4

SOURCES OF FUNDS, 1979/80 - 1988/89

		Parent Institution		Federal Funds		Other	
Year	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total
1979/80	57	486,157	87.50	43,982	7.90	25,572	4.60
1980/81	68	500,008	88.67	40,871	7.25	23,008	4.08
1981/82	65	553,696	90.85	29,731	4.87	25,968	4.28
1982/83	61	584,903	87.78	47,614	7.15	33,817	5.07
1983/84	64	597,431	87.40	42,028	6.15	44,129	6.45
1984/85	56	634,794	88.81	39,585	5.54	40,384	5.65
1985/86	54	691,888	87.61	41,738	5.29	56,105	7.10
1986/87	55	752,831	86.31	53,882	6.18	65,554	7.51
1987/88	56	812,320	85.81	50,319	5.32	83,987	8.87
1988/89	58	866,869	85.76	60,293	5.96	83,679	8.28

Table IV-5 depicts the frequency distribution of income from the parent institutions in 1988/89. These figures ranged from a high of $3,503,542 to a low of $287,006. Only one school reported support from the parent institution of less than $300,000. Three schools reported support in amounts under $400,000 as opposed to seven in 1987/88; six in 1986/87; ten in 1985/86 and 13 in 1984/85. Only 14 schools reported support under $500,000 as opposed to 16 in 1987/88. One additional school reported support in an amount over $1,000,000: 14 in 1988/89; 13 in 1987/88; 11 in 1986/87 and ten in 1985/86. Of these 14, eleven schools were from the United States and three, as in 1987/88, were from Canada. Three schools reported income from the parent institution of greater than $2,000,000, an increase of 2 over 1987/88.

Table IV-5

FREQUENCY DISTRIBUTION OF INCOME FROM PARENT INSTITUTION

N = 58

$ 3,000,000+	1
2,900,000+	-
2,800,000+	-
2,700,000+	-
2,600,000+	-
2,500,000+	-
2,400,000+	-
2,300,000+	-
2,200,000+	-
2,100,000+	-
2,000,000+	2
1,900,000+	-
1,800,000+	1
1,700,000+	-
1,600,000+	2
1,500,000+	-
1,400,000+	2
1,300,000+	3
1,200,000+	1
1,100,000+	1
1,000,000+	1
900,000+	5
800,000+	5
700,000+	4
600,000+	6
500,000+	10
400,000+	11
300,000+	2
200,000+	1
100,000+	-

Schools were again asked to indicate if there was any special basis for receiving funding from the parent institution, such as FTE, credit hours generated, or head count. Table IV-6 provides the responses received from the ALA-accredited programs.

Table IV-6

BASIS FOR FUNDING FROM PARENT INSTITUTION

	YES
FTE	14
Credit Hours	18
Head Count	5
Other	12

(Does not add up to 58. Not all schools responded and some schools indicated more than 1 basis.)

In 1988/89, the decline in the total number of schools reporting federal funding which began in 1984/85 (exception 1986/87) has continued. From a high of 44 schools in 1983/84, the number has declined to 32, a new low for the 10-year period. The average amount of funding increased by approximately $36,000, primarily as the result of a significant increase in federal funding to one school. The median for federal funding is $35,395, compared with $24,732 in 1987/88; $16,000 in 1986/87; and $28,000 in 1985/86. Eight schools reported more than $100,000 in federal funding, and one of those schools reported federal funding of more than $1,000,000. This is the fourth year in which there has been an increase in federal funding dollars, and the average amount this year is the highest ever reported.

Table IV-7

AVERAGE FEDERAL FUNDING, 1979/80-1988/89
(Excludes those who reported no federal funding)

Year	Number*	Average Amount
1979/80	39/57	64,149
1980/81	41/68	56,738
1981/82	39/65	49,552
1982/83	35/61	82,984
1983/84	44/64	61,131
1984/85	41/56	54,068
1985/86	38/54	59,312
1986/87	40/57	74,371
1987/88	35/57	80,510
1988/89	32/58	116,567

*Indicates actual number of schools receiving funds/total number reporting.

The range of federal funds in 1988/89 went from a high of $1,001,469 to a low of $1,000 (1987/88: $581,610 to $1,244). Table IV-8 reports the frequency distribution of income from federal funding.

Table IV-8

FREQUENCY DISTRIBUTION OF INCOME FROM FEDERAL FUNDING

N = 30

$1,000,000+	1 .1m 28
700,000+	-
600,000+	-
500,000+	1
400,000+	-
300,000+	2
200,000+	-
100,000+	4
90,000+	-
80,000+	1
70,000+	2
60,000+	1
50,000+	-
40,000+	2
30,000+	2
20,000+	3
10,000+	7
9,000+	-
8,000+	-
7,000+	-
6,000+	-
5,000+	-
4,000+	1
3,000+	1
2,000+	-
1,000+	2
<1,000	-

Differences in income between schools with doctoral programs and those without continue to be examined. Table IV-9 shows that the total mean income for schools with doctoral programs continues to be more than two times as high as that of schools not offering the doctorate. Schools without the doctorate continue to have greater dependence on the parent institution than those with doctoral programs.

Table IV-9

SOURCES OF FUNDS FOR SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS, 1988/89

		Parent Institution		Federal Funds		Other		Total Income
Category	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Doctoral Program	23	$ 1,278,760	82.45	$ 117,152	7.55	$ 154,976	10.00	$ 1,550,888
No Doctorate	33	596,198	90.89	22,928	3.50	36,827	5.61	655,953

Income data for the ALA-accredited schools were first examined by geographic regions in 1982/83; these data are again presented in 1988/89 according to the regional listings used by the American Library Association's Committee on Accreditation. Table IV-10 reports these data.

Table IV-10

REGIONAL DISTRIBUTION OF TOTAL AVERAGE INCOME FOR 1988/89

		Parent Institution		Federal Funds		Other		Income
Region	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Canada	7	$1,078,278	95.73	$ 24,621	2.19	$ 23,420	2.08	$1,126,319
Northeast	16	960,174	80.32	42,974	9.45	122,313	10.23	1,195,461
Southeast	12	682,771	82.47	86,834	10.49	58,262	7.04	827,867
Midwest	12	839,588	84.90	34,958	3.53	114,405	11.57	988,951
Southwest	5	700,098	90.65	8,074	1.05	64,133	8.30	772,305
West	6	933,148	94.04	2,532	.26	56,629	5.70	992,309

Northeastern US schools continue to receive a smaller percentage of support from the parent institution than do their counterparts in other areas of the US. The schools in this area also continue to report the highest average income in the US. Increases in the percentage of federal funding were seen in the northeast, midwest and the southwest. The other regions of the US showed decreases in the percentage of federal funding. Schools in Canada, and in the west and southwest of the United States reported a higher percentage of funding from the parent institution than in 1987/88. All schools except those in the midwest report decreased funding from "other" sources.

EXPENDITURES: TYPES AND AMOUNTS

The 1988/89 expenditures by category for member schools are shown in Table IV-11, along with mean expenditures, ranges, and percent of total.

Table IV-11

1988/89 EXPENDITURES OVER SEVEN MAJOR CATEGORIES

Category	Amount	Average	% of Total	High	Low
Salaries and Wages (N = 58)	$ 45,140,059	$778,277	77.71	$3,306,516	$252,568
Teaching and Admin. (N = 58)	5,558,815	95,842	9.57	532,556	4,965
Library (N = 17)	615,553	36,209	1.06	145,286	923
Research (N = 28)	2,431,552	86,841	4.19	1,001,469	217
Student Aid (N = 49)	2,896,090	59,104	4.99	562,582	434
Continuing Education (N = 33)	792,710	24,022	1.36	154,985	600
Other (N = 17)	651,246	38,309	1.12	185,871	827
TOTAL	$58,086,025	$1,001,483	100.00		

A comparison of these figures with those reported for 1987/88 shows increases in expenditures in the categories of Salaries, Teaching and Administration, Research, and Student Aid. The largest increase was for Research, 66 percent. Other increases were under 10 percent. Library, Continuing Education, and Other expenditures all declined in amounts under 10 percent. Although the increase in Research expenditures is encouraging, it is primarily due to the increase in federal funding and consequent research expenditure by one reporting school.

Questions relating to the library and information science library facilities were again included in 1988/89. Schools were asked to indicate if they had a separate library; whether the library received its major support from the school; whether the librarian was funded by the school; and if the library was administratively a part of the main library. Table IV-12 displays the responses.

Table IV-12

LIBRARY FACILITIES IN 1988/89

	Separate	Major Support from Library School	Funding for Librarian from Library School	Part of Main Library
Yes	29	7	9	23
No	26	33	30	7

Table IV-13 shows the amount of support given to the library by those schools which reported library support as a direct budget line.

Table IV-13

LIBRARY SUPPORT FROM SCHOOLS IN 1988/89

	Non-Personnel (N = 19)	Personnel (N = 18)
Mean	$ 36,209	$ 75,791
Median	36,256	27,655
High	145,286	345,527
Low	923	5,354

Schools were asked to indicate the allocation of salaries and wages among four categories: faculty, specialist, clerical, and students. Table IV-14 provides the distribution for all schools plus a comparison for those with and without the doctoral programs.

Table IV-14

ALLOCATION OF SALARIES AND WAGES, 1988/89

	Faculty			Specialist			Clerical			Students		
	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	% of Total
All Schools (N = 58)	$31,230,157	$538,451	77.23	$3,264,000	$56,276	8.07	$3,370,899	$58,119	8.34	$2,574,906	44,395	6.37
Doc. Program (N = 23)	17,297,553	752,068	73.32	2,327,183	101,182	9.86	2,236,781	97,251	9.48	1,730,496	75,239	7.34
No Doctoral Program (N = 35)	13,932,604	398,074	82.70	936,817	26,766	5.56	1,134,118	32,403	6.73	844,410	24,126	5.01

The means increased for the faculty and specialist categories over 1987/88. Clerical and student support saw slight decreases overall and among doctoral programs for students and non-doctoral programs for clerical support.

A review of the teaching and administration expenses by category is provided in Table IV-15.

Table IV-15

TEACHING AND ADMINISTRATION EXPENSES

Category	Mean	High	Low
Supplies (N = 57)	$ 13,472	$ 65,490	$ 646
Communication (N = 54)	16,640	93,759	425
Equipment (N = 55)	25,554	165,852	155
Travel (N = 57)	13,959	139,724	1,436
Computing (N = 54)	13,193	72,946	8
Printing and Duplication (N = 54)	6,834	38,784	106
Dues (N = 50)	1,859	26,357	64
Insurance (N = 6)	210	495	24
Advertising (N = 32)	2,722	29,595	15
Other (N = 38)	11,821	101,695	143

Equipment, supplies, and communication were the major components of the Teaching and Administration Expenses. Travel and Dues showed the largest increases: Travel, 23 percent increase; Dues, 34 percent increase. Increases were noted in all categories with the exception of Equipment, minus 5 percent; Printing and Duplicating, minus 7 percent; and Other Expenses, minus 5 percent.

All categories of expenditures were examined for schools with and without doctoral programs, and these results are shown in Table IV-16.

Table IV-16

CATEGORIES OF EXPENDITURES FOR SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS IN 1988/89
N is in ( ) for each category

	Salaries		Teaching and Administration		Library		Research		
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean	% of Total	
Doctoral (23)	$1,139,934 (23)	74.51	$155,209 (10)	10.15	$ 21,329 (14)	1.39	$ 72,313	4.73	Program
No Doctoral Program	540,616 (35)	82.63	56,829 (35)	8.69	3,571 (6)	0.54	21,953 (14)	3.36	

	Student Aid		Continuing Education		Other		Total
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean
Doctoral Program	$ 102,773 (21)	6.72	$ 18,466 (14)	1.21	$ 19,812 (9)	1.29	$ 1,529,838 (23)
No Doctoral Program	15,209 (28)	2.32	10,514 (19)	1.61	5,587 (8)	0.85	654,279 (35)

In 1988/89 the Salaries category declined slightly as a percentage of the total expenditures for schools both with and without doctoral programs, as compared to the previous year's percentages (Schools with Doctoral Programs: 74.51 percent in 1988/89 and 74.83 percent in 1987/88; Schools without Doctoral Programs: 82.63 percent in 1988/89 and 82.97 percent in 1987/88). In contrast with 1987/88, the percentage expenditure for Research increased for schools with and without doctoral programs, particularly for schools without doctoral programs: 3.36 percent in 1988/89 and 0.99 percent in 1987/88. All other categories, except Other (1.29 percent in 1988/89 and 1.15 percent in 1987/88), show a decrease in percentage expenditures for the schools with doctoral programs. Schools without doctoral programs show a decrease in percentage expenditure for all categories other than Research.

Computing costs for member schools were again examined in 1988/89, and they continue to show great variation. These figures are presented in Table IV-17.

Table IV-17

COMPUTING COSTS

	Mean	High	Low
All Schools (N = 54)	$ 13,193	$ 72,946	$ 8
Doctoral Programs (N = 23)	19,006	72,946	2,738
No Doctoral Program (N = 31)	8,880	30,196	8

Schools with doctoral programs continue to have significantly higher expenditures for computing costs. In contrast to 1987/88, when the mean for schools with doctoral programs and for all schools declined, the mean for schools with and without doctoral programs increased in 1988/89. The mean for schools without doctoral programs increased by 17.2 percent.

Travel expenditures are reported in Table IV-18.

Table IV-18

TRAVEL COSTS

	Mean	High	Low
All Schools (N = 57)	$ 13,595	$ 139,724	$ 1,436
Doctoral Programs (N = 23)	21,431	139,724	2,647
No Doctoral Program (N = 34)	7,659	8,294	1,436

Travel expenditures in 1988/89 continued to demonstrate a large increase in mean expenditures for both categories of schools, and an overall 23 percent increase for all schools.

SUMMARY

The total income for library and information science education programs increased but at a declining rate for the third year. Although the number of schools showing increases has declined slightly, the number receiving decreases has also slightly declined. In 1988/89, two additional schools reported total income of more than $1,000,000.00, bringing the total to 21 or slightly more than 1/3 of the programs. At the other end of the spectrum, the number reporting total income under $600,000 continues to decline.

The percentage of funding from the parent institution continued its decade-long slight decrease. It seems clear that creative fund-raising will become an even higher priority for deans in the '90s. Tables IV-19 and IV-20 present the complete income and expenditure figures for the ALA-accredited schools who responded to the survey. Schools which did not respond or which submitted incomplete data are included in the list of schools.

Table IV-19

TOTAL INCOME AND SOURCE, 1988/1989

School	Parent Institution	Federal Grants/Contracts	CE Activ.	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Source of Funds
ALABAMA	$ 861,523	-	-	5,000	3,800	55,956	926,279
ALBANY	998,243	28,517	9,787	-	6,000	103,975	1,146,522
ALBERTA	739,734	-	-	4,972	-	-	744,706
ARIZONA	538,163	-	-	-	-	-	538,163
BRIGHAM YOUNG	515,824	-	-	-	-	-	515,824
BRITISH COLUMBIA	696,853	-	-	13,043	-	3,745	713,641
BUFFALO	724,722	-	-	-	600	3,000	728,322
CA - BERKELEY	1,446,835	1,000	-	61,323	34,000	13,775	1,556,933
CA - LOS ANGELES	2,040,188	14,195	-	42,900	6,377	65,092	2,168,752
CATHOLIC	641,435	21,438	-	-	-	21,512	684,385
CHICAGO*	-	-	-	-	-	-	-
CLARION	369,023	62,882	-	-	-	-	431,905
CLARK ATLANTA*	-	-	-	-	-	-	-
COLUMBIA	1,196,418	326,147	132,884	272,944	-	110,465	2,038,858
DALHOUSIE	468,379	-	-	4,035	5,300	31,884	509,598
DREXEL*	-	-	-	-	-	-	-
EMPORIA	559,740	-	7,593	14,886	18,470	85,623	686,312
FLORIDA STATE	910,007	39,651	22,000	6,000	40,942	16,000	1,034,600
HAWAII	405,001	-	-	-	-	3,500	408,501
ILLINOIS	935,853	16,945	38,753	11,527	197,520	325,367	1,525,965
INDIANA	1,654,863	144,115	-	7,700	-	-	1,806,678
IOWA	432,164	-	16,129	4,891	16,790	4,400	474,374
KENT	924,935	-	50,489	-	-	6,396	981,820
KENTUCKY	808,433	-	6,000	-	17,500	9,120	841,053
LONG ISLAND	492,922	-	5,057	-	-	26,203	524,182
LOUISIANA	722,647	3,469	-	8,850	1,375	18,028	754,369
MARYLAND	1,300,813	70,090	54,259	-	-	79,634	1,504,796
MCGILL	624,836	-	-	-	-	12,300	637,136
MICHIGAN	1,606,145	86,997	3,605	2,058	-	151,120	1,849,925
MISSOURI	683,367	18,269	-	-	-	37,528	739,164
MONTREAL	1,208,917	1,911	-	-	51,700	2,000	1,262,528
NORTH CAROLINA	1,378,322	376,982	-	38,662	24,597	69,228	1,887,791
N.C. CENTRAL	570,666	31,139	-	-	-	38,656	640,461
N.C., GREENSBORO	401,624	-	1,311	26,187	11,948	7,700	448,770
NORTH TEXAS	765,981	14,369	-	-	-	6,875	787,225
NORTHERN ILLINOIS	332,247	-	-	-	-	-	332,247
OKLAHOMA	455,765	4,400	-	-	-	11,382	471,547

Table IV-19 (continued)

TOTAL INCOME AND SOURCE, 1988/1989

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Source of Funds
PITTSBURGH	3,503,542	105,356	72,580	323,641	23,000	396,998	4,425,117
PRATT	512,419	-	-	-	-	-	512,419
PUERTO RICO	287,006	-	-	-	-	-	287,006
QUEENS	427,337	10,800	-	-	-	-	438,137
RHODE ISLAND	$ 501,432	-	-	5,000	14,724	-	521,156
ROSARY	590,872	28,900	-	-	-	-	619,772
RUTGERS	1,366,784	134,882	-	-	-	-	1,501,666
SAN JOSE	586,436	-	-	1,000	28,000	-	615,436
SIMMONS	1,417,976	46,000	15,000	76,551	20,000	52,205	1,627,732
SOUTH CAROLINA	806,195	-	1,080	9,828	55,093	-	872,196
SOUTH FLORIDA	491,812	-	-	1,950	-	24,379	518,141
SOUTHERN CONN.	539,584	-	-	-	-	1,000	540,584
SOUTHERN MISS.	468,384	-	96,000	-	-	81,951	646,335
ST. JOHN'S	499,016	-	2,702	-	5,000	-	506,718
SYRACUSE	871,115	1,001,469	26,827	95,465	-	-	1,994,876
TENNESSEE	486,636	590,768	-	-	-	-	1,077,404
TEXAS	1,066,868	10,800	37,629	20,000	54,506	143,600	1,333,403
TEXAS WOMAN'S	673,713	10,800	-	46,675	-	-	731,188
TORONTO	2,003,303	-	-	-	-	-	2,003,303
WASHINGTON	604,605	-	45,923	19,900	1,245	16,742	688,415
WAYNE	879,283	-	1,515	35,810	80,215	37,131	1,033,954
WESTERN ONTARIO	1,805,927	170,439	-	-	6,000	28,962	2,011,328
WI - MADISON	927,674	75,759	145,207	2,050	-	37,436	1,188,126
WI - MILWAUKEE	547,914	48,509	7,896	-	-	24,755	629,074
** TOTAL **	50,278,421	3,496,998	800,226	1,162,848	724,702	2,165,623	58,626,818

*data incomplete or not supplied; incomplete data not included in previous tables

Table IV-20

TOTAL EXPENDITURES, 1988/1989

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
ALABAMA	$ 723,505	147,442	-	43,232	-	12 100	-	926,279
ALBANY	966,271	58,589	91,129	10,000	20,340	-	-	1,146,329
ALBERTA	688,205	53,335	-	-	-	3,166	-	744,706
ARIZONA	503,919	34,244	-	-	-	-	-	538,163
BRIGHAM YOUNG	486,248	29,578	-	-	-	-	-	515,826
BRITISH COLUMBIA	666,215	44,937	-	-	-	12,328	-	723,480
BUFFALO	667,110	57,178	3,000	434	600	-	-	728,322
CA - BERKELEY	1,233,333	267,939	31,179	81,598	-	923	827	1,615,799
CA - LOS ANGELES	1,785,935	255,100	34,991	42,900	13,570	36,256	-	2,168,752
CATHOLIC	505,994	108,267	25,414	12,945	15,403	-	-	668,023
CHICAGO*	-	-	-	-	-	-	-	-
CLARION	596,901	54,493	217	1,276	5,000	-	-	657,887
CLARK ATLANTA*	-	-	-	-	-	-	-	-
COLUMBIA	1,196,265	314,324	-	373,334	154,985	-	-	2,038,908
DALHOUSIE	392,312	34,742	4,425	38,100	-	-	40,842	510,421
DREXEL*	-	-	-	-	-	-	-	-
EMPORIA	531,107	48,793	14,075	7,600	4,944	-	25,036	631,555
FLORIDA STATE	846,779	63,228	80,593	16,000	22,000	-	6,000	1,034,600
HAWAII	364,476	40,527	3,500	-	-	-	-	408,503
ILLINOIS	751,452	105,722	172,788	107,415	38,198	-	185,871	1,361,446
INDIANA	1,287,721	137,089	-	381,868	-	-	-	1,806,678
IOWA	402,662	33,244	-	22,339	16,129	-	-	474,374
KENT	781,125	141,971	1,000	-	40,932	-	-	965,028
KENTUCKY	716,694	91,739	-	26,620	6,000	-	-	841,053
LONG ISLAND	460,535	40,730	-	3,540	3,477	-	-	508,282
LOUISIANA STATE	667,726	68,935	8,858	8,850	-	-	-	754,369
MARYLAND	1,186,989	139,087	35,828	73,590	31,896	37,406	-	1,504,796
MCGILL	544,294	51,420	-	12,300	-	-	-	608,014
MICHIGAN	1,307,662	140,366		562,582	3,773	-	1,823	2,016,206
MISSOURI	522,312	81,476	48,047	2,434	-	-	84,895	739,164
MONTREAL	1,136,043	77,421	31,459	2,000	-	-	27,529	1,274,452
NORTH CAROLINA	1,265,747	286,273	-	150,532	-	-	130,262	1,832,814
N.C. CENTRAL	485,073	46,242	-	16,900	38,656	53,590	-	640,461
N.C. GREENSBORO	391,406	19,196	-	10,500	2,311	-	5,800	429,213
NORTH TEXAS	635,284	123,231	-	11,404	-	17,450	-	787,369

Table IV-20 (continued)

TOTAL EXPENDITURES, 1988/1989

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
NORTHERN ILLINOIS	261,936	23,906	-	-	46,405	-	-	332,247
OKLAHOMA	389,144	74,645	-	7,758	-	-	-	471,547
PITTSBURGH	3,306,516	532,556	22,294	103,600	5,276	-	47,371	4,017,613
PRATT	469,714	31,205	-	11,500	-	-	-	512,419
PUERTO RICO	252,568	27,900	-	1,798	4,740	-	-	287,006
QUEENS	414,222	4,965	-	10,800	-	8,150	-	438,137
RHODE ISLAND	$ 429,849	44,768	14,727	31,811	-	-	-	521,155
ROSARY	502,272	64,000	-	26,000	1,500	-	-	590,772
RUTGERS	1,278,034	63,150	134,882	25,600	-	-	-	1,501,666
SAN JOSE	526,509	58,437	2,500	28,000	-	-	-	615,446
SIMMONS	1,243,139	106,988	59,605	130,000	6,834	66,000	7,000	1,619,566
SOUTH CAROLINA	738,915	99,398	16,495	2,700	1,660	6,742	6,202	872,112
SOUTH FLORIDA	455,064	36,748	6,800	3,656	5,443	-	-	507,711
SOUTHERN CONN.	478,184	58,900	-	1,000	-	2,500	-	540,584
SOUTHERN MISS.	488,645	32,409	-	900	96,000	-	4,000	621,954
ST. JOHN'S	454,159	37,130	-	5,000	10,429	-	-	506,718
SYRACUSE	751,211	114,297	1,001,469	59,246	26,827	41,826	-	1,994,876
TENNESSEE	458,685	63,445	503,208	-	-	-	-	1,025,338
TEXAS	1,087,566	108,440	-	99,019	37,629	-	-	1,332,654
TEXAS WOMAN'S	576,837	57,354	-	50,322	-	-	-	684,513
TORONTO	1,753,520	151,205	-	-	4,000	94,578	-	2,003,303
WASHINGTON	518,364	83,386	-	39,497	45,923	-	1,245	688,415
WAYNE	638,298	128,415	-	186,494	2,694	38,500	-	994,401
WESTERN ONTARIO	1,591,093	155,946	48,952	2,700	-	145,286	67,351	2,011,328
WI - MADISON	979,730	48,854	24,332	11,826	75,440	38,752	9,192	1,188,126
WI - MILWAUKEE	398,585	153,510	9,785	36,570	3,696	-	-	602,146
** TOTAL **	45,140,059	5,558,815	2,431,552	2,896,090	792,710	615,553	651,246	58,086,025

*data incomplete or not supplied; incomplete data not included in previous tables

Schools were also asked to indicate areas in which they received direct benefit and for which their budgets were not charged. Table IV-21 shows the schools reporting additional benefits and the amounts accruing from them.

Table IV-21

INSTITUTIONAL BENEFITS

ALABAMA	-	MONTREAL	-
ALBANY	24,300	NORTH CAROLINA	251,883
ALBERTA	71,455	NORTH CAROLINA CENTRAL	-
ARIZONA	40,000	NORTH CAROLINA GREENSBORO	-
BRIGHAM YOUNG	26,567	NORTH TEXAS	-
BRITISH COLUMBIA	34,039	NORTHERN ILLINOIS	3,205
BUFFALO	73,650	OKLAHOMA	31,103
CA - BERKELEY	282,147	PITTSBURGH	597,047
CA - LOS ANGELES	-	PRATT	-
CATHOLIC	95,684	PUERTO RICO	1,300
CHICAGO	-	QUEENS	-
CLARION	219,950	RHODE ISLAND	74,243
CLARK ATLANTA	-	ROSARY	46,500
COLUMBIA	275,176	RUTGERS	198,000
DALHOUSIE	10,000	SAN JOSE	-
DREXEL	-	SIMMONS	173,145
EMPORIA	3,747	SOUTH CAROLINA	10,000
FLORIDA STATE	-	SOUTH FLORIDA	23,768
HAWAII	12,200	SOUTHERN CONNECTICUT	-
ILLINOIS	-	SOUTHERN MISSISSIPPI	-
INDIANA	-	ST. JOHN'S	
IOWA	-	SYRACUSE	100,000
KENT	-	TENNESSEE	100,264
KENTUCKY	157,445	TEXAS	-
LONG ISLAND	-	TEXAS WOMAN'S	65,790
LOUISIANA	-	TORONTO	-
MARYLAND	20,319	WASHINGTON	15,000
MCGILL	105,700	WAYNE	17,572
MICHIGAN	115,158	WESTERN ONTARIO	-
MISSOURI	31,679	WISCONSIN - MADISON	-
		WISCONSIN-MILWAUKEE	100,00

ASSOCIATE INSTITUTIONAL MEMBERS

Six of the non-ALA accredited schools returned survey forms, and their income and expenditure figures are presented in Tables IV-22 and IV-23. No attempt has been made to analyze them.

Table IV-22

SOURCES OF INCOME OF ASSOCIATE INSTITUTIONAL MEMBERS, 1988/89

School	Parent	Federal	Other	Total
CHICAGO STATE	$ 175,872	-	-	175,872
EAST CAROLINA	497,232	-	11,945	509,177
KUTZTOWN	166,800	-	-	166,800
MANKATO STATE	288,825	-	-	288,825
SAM HOUSTON	326,500	-	41,625	368,125
SHIPPENBURG	151,931	-	-	151,931

Table IV-23

TOTAL EXPENDITURES OF ASSOCIATE INSTITUTIONAL MEMBERS, 1988/89

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
CHICAGO STATE	$ 168,714	7,158	-	-	-	-	-	175,872
EAST CAROLINA	440,806	43,411	-	-	2,000	-	300	509,115
KUTZTOWN	152,200	8,000	500	3,100	-	3,000	-	166,800
MANKATO STATE	275,400	13,425	-	-	-	-	-	288,825
SAM HOUSTON	316,975	32,300	-	1,500	20,100	-	-	370,875
SHIPPENBURG	150,334	1,596	-	-	-	-	-	151,931

Appendix I

CONVERSION CHART FOR TABLES IN PREVIOUS REPORTS

Brief Title	1987-1989	1986	1985	1984	1983	1982	1981	1980
Funding Levels	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1
Increase/Dec.	IV-2	IV-2	IV-1a	IV-1a	-	-	-	-
Freq. Dist. Inc.	IV-3	IV-3	IV-2	IV-2	IV-2	Fig. IV-1	Fig. IV-1	Fig. IV-1
Sources/Funds	IV-4	IV-4	IV-3	IV-3	IV-3	IV-2	IV-2	IV-2
Freq. Dist. Par.	IV-5	IV-5	IV-4	IV-4	IV-4	-	-	-
Funding Basis	IV-6	IV-6	IV-4a	-	-	-	-	-
Av. Fed. Funding	IV-7	IV-7	IV-5	IV-5	IV-5	IV-3	IV-3	IV-3
Freq. Dist. Fed.	IV-8	IV-8	IV-5a	-	-	-	-	-
Sources Ph.D.	IV-9	IV-9	IV-7	IV-7	IV-7	-	-	IV-5
Reg. Dist. Inc.	IV-10	IV-10	IV-7a	IV-7a	-	-	-	-
Annual Exp.	IV-11	IV-11	IV-8	IV-8	IV-8	IV-5	IV-5	IV-6
Library Facil.	IV-12	IV-12	IV-8a	-	-	-	-	-
Library Supp.	IV-13	IV-13	IV-8b	IV-6	IV-6	IV-4	IV-4	-
Sal./Wages All.	IV-14	IV-14	IV-9 rev.	IV-9	IV-9	IV-6	IV-6	IV-8
Teach/Admin Exp.	IV-15	IV-15	IV-9a	-	-	-	-	-
Exp. Ph.D.	IV-16	IV-16	IV-10	IV-10	IV-10	-	-	-
Computing	IV-17	IV-17	IV-10a	IV-10a	-	-	-	-
Travel	IV-18	IV-18	IV-10b	IV-10b	-	-	-	-
Total Income	IV-19	IV-19	IV-11 rev.	IV-11	IV-11	IV-7	IV-7	IV-9a
Total Expend.	IV-20	IV-20	IV-12	IV-12	IV-12	IV-9	IV-9	IV-10a
Inst. Benefits	IV-21	IV-21	IV-12a	IV-12a	-	-	-	-
Income/Assoc. Mem.	IV-22	-	IV-13	IV-13	IV-13	IV-8	IV-8	IV-9b
Exp./Assoc.Mem.	IV-23	-	IV-14	IV-14	IV-14	IV-10	IV-10	IV-10b

Appendix I (continued)

CONVERSION CHART FOR TABLES IN PREVIOUS REPORTS

Brief Title	1987-1989	1986	1985	1984	1983	1982	1981	1980
Regress/Anal.	-	-	-	-	-	-	IV-5b	-
Mean Inc./Lib.	-	-	-	-	-	IV-4	IV-4	IV-4
Sals/Wages Alloc Member Schools Supp;Ph.D.; Priv/pub	-	-	-	-	IV-15	-	-	-

Continuing Professional Education

M. Kent Mayfield

Data presented in the Continuing Professional Education Section of the 1990 Library and Information Science Education Report, which profiles continuing education activities and their management characteristics, are comparable to similar data in the report of 1989. Only events which were identified for a target audience of practicing professionals in library of information science are reported in this section. Program offerings designed as part of a given degree program are excluded from this report but may be found in the curriculum section of the volume.

Of the library and information sciences program accredited by the American Library Association during any part of the 1988-89 academic year, while a number of institutions failed to respond to the survey, responses were received from two institutions who did not participate in the survey of 1987-88 activity. A total of sixty-nine schools responded; fifty-two (76.6%) schools reported continuing education events for the report year up 6.6 percent from 1987-88. A substantial percentage of schools submitted forms which were incomplete. Therefore, tables include only institutions responding to Part V: Continuing Professional Education and providing information selected in any given section of the survey.

Table V-1 lists the number of events offered during the 1988-89 academic year, the total number of contact hours of instruction, and the total enrollments:

Table V-1:
Number, Duration, and Enrollment of Continuing Continuing Education Events 1988-1989

Name of College	Number of Events	Clock Hours	Attendance
Albany	1	44	126
Alberta	22	70	530
Buffalo	18	40	787
UCLA	28	1104	740
Catholic	2	132	41
Clarion	5	30	200
Columbia	56	127	1550
Dalhousie	14	40	540
Drexel	1	8	400
East Carolina	4	10	NR
Emporia	6	137	253
Florida, South	1	1	120
Florida State	7	27	250
Hawaii	18	244	590

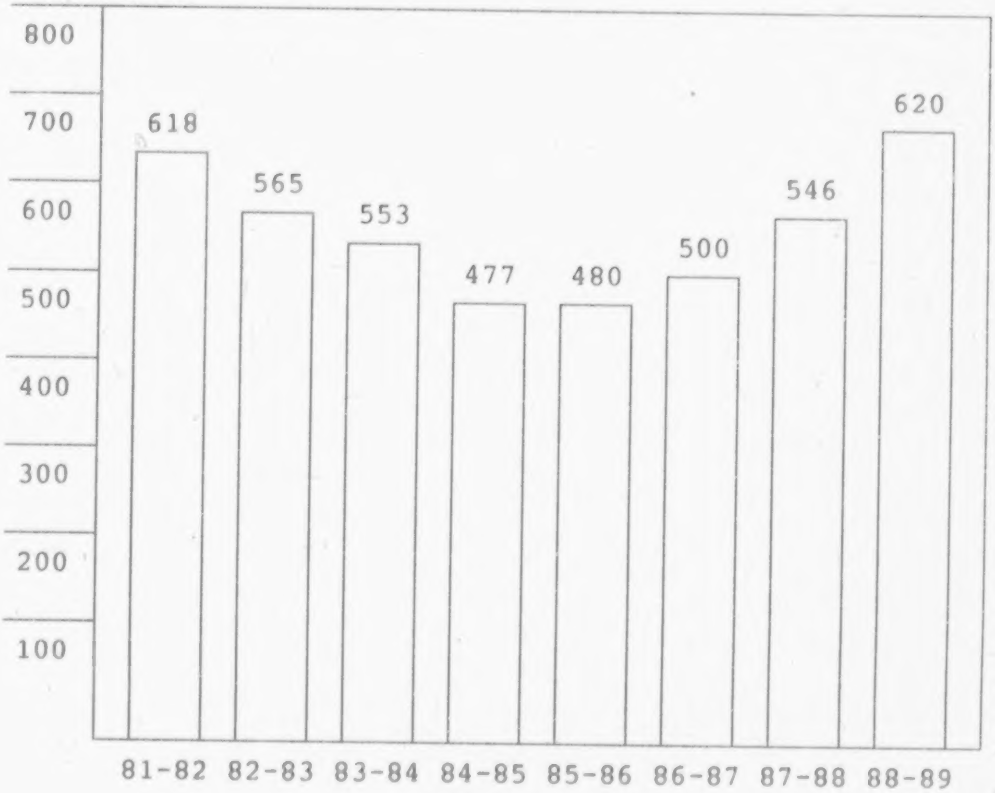
Table V-1, Continued: Number, Duration, and Enrollment of Continuing Education Events, 1988-1989

Name of College	Number of Events	Clock Hours	Attendance
Illinois	1	10	55
Indiana	2	28	62
Iowa	3	16	490
Kent	4	25	32
Kentucky	3	12.5	236
Long Island	2	14	175
Louisiana State	1	6.5	108
Mankato State	20	242	246
Maryland	4	43+2 wk residence	138
McGill	32	145	821
Michigan	10	85	830
Missouri	23	96	611
North Carolina	22	40	811
NC-Central	48	292	1133
NC-Greensboro	4	16.3	840
Northern Illinois	9	64	63
Oklahoma	4	15	523
Pittsburgh	3	20	473
Rhode Island	5	19	139
Rosary	5	32.5	53
Rutgers	23	204.75	749
St. John's	3	.5	321
Sam Houston	2	12	1200
Simmons	8	130.25	218
South Carolina	16	78	9100
South Connecticut	3	28	87
South Mississippi	9	111	895
Syracuse	2	14	450
Tennessee	5	32	60
Texas-Austin	11	5986.5	865
Texas-Women's	6	101	545
Toronto	22	156	393
Villanova	2	47.5	186
Washington	19	367	427
Wayne State	15	53	674
West Ontario	1	40	15
Wisconsin-Madison	73	619.5	2272
Wisconsin-Milwaukee	12	41+4 months	209
Totals	260	11,257.8	32,632

A total of 620 activities were presented with an enrollment of 32,632. This illustrates an increase in total enrollment of 47%-- the most significant change noted in this year's reported data. A few events scheduled during the year for large participant groups over an extended period of time account for the increase in clock hours.

Table V-2 compared the number of continuing education events from 1981-82 through 1988-89. The academic year in 1988-89 shows a continuation of the recovery first noted in 1986-87 following a period of decline since 1980-81. The recent increase, from 546 to 620 events, represents a thirteen-percent increase over 1987-88, representing a significant change in data provided in the current survey.

Table V-2:
Eight-Year Comparison of Continuing Education Events, 1981-89



Number of Events

Table V-3 provides a summary of total continuing education activity reported with comparative information by type of event.

Table V-3: Summary of Number, Duration, Enrollment, and Location of Continuing Education Events, 1988-89

Non-Credit Activity	# Held	Contact Hours	Attend.	Programs Offering CUEs	# of CEUs Award	# Held on Campus	# Held off Campus	Deliver by Alter Method
Institute Symposium Conference Forum	58	6385/wk residence	16,688	29	1125.8	73	11	1*
Workshop	240 +3 joint	2696.25	6184	37	1154.6	155	72	0
Seminar	80	613.8	2154	47	51.8	64	15	0
Colloquium Lecture	144	258.5	6799	53	18	142	3	0
Short Course	62	519	1577	17	110.5	48	20	1*
Tutorial or Individualized Instruction	4	4 mos.	4	0	0	4	0	0
Other Formats	16	354	346	3	21	16	0	0

*teleconference

Table V-3 also reports the number of CEU's, by number of events and total CEU's awarded. (A CEU is defined as a unit of credit representing ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. The "contact hour" is a standard unit of measurement commonly equated to fifty (50) minutes of participation in an organized learning activity. Of the 50 schools reporting continuing professional activities, the following schools awarded CEU's.

Emporia
Florida State
Illinois-Champaign/Urbana
Kentucky
Long Island
LSU
Mankato State
Missouri
Oklahoma
Rosary
Rutgers
St. John's
Sam Houston
Simmons
Texas-Austin
Wisconsin-Madison
Wisconsin-Milwaukee

Table V-3 also includes information on location of event presentation (on-campus, off campus, alternate delivery method). We note no increase in the number of events offered utilizing off campus alternate delivery systems; most continuing education is offered on-campus although three institutions cited specific innovations in programming, including certificate programs, brown bag discussions, and semester-long courses.

Table V-4 presents an eight-year comparison of events by type. Increases are reported for all types of events with the exception of institutes which show a sharp decline of growth noted first in 1984-85. As noted in Table V-5, however, attendance in all types of events during 1988-89 has shown marked improvement over the last year. Only "other formats" has declined according to data reported.

Table V-4: Eight-Year Comparison of Number of Continuing Education Events by Types of Events, 1981-89

Type of Event	**81-82**	**82-83**	**83-84**	**84-85**	**85-86**	**86-87**	**87-88**	**88-89**
Institute Symposium Conference Forum	121	70	64	92	73	65	86	58
Workshop	239	209	147	172	176	177	207	240
Seminar	64	58	31	40	54	51	70	80
Colloquium Lecture	123	163	184	107	120	139	118	144
Short Course	53	55	68	62	53	64	54	62
Tutorial or Individualized Instruction	0	0	8	1	1	0	0	4
Other Formats	18	10	1	3	3	4	11	16

Table V-5: Eight-Year Comparison of Continuing Education Enrollments by Type of Event, 1981-1989

Type of Event	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89
Institute Symposium Conference Forum	9,998	5,519	5,410	5,986	4,985	6,324	8,076	16,588
Workshop	8,138	7,014	5,637	5,871	4,085	4,659	5,691	6,184
Seminar	1,556	2,679	691	894	1,166	1,179	1,744	2,514
Colloquium Lecture	2,882	6,306	4,815	4,465	4,109	5,218	4,644	6,799
Short Course	1,086	863	1,697	1,469	1,191	1,333	1,511	1,577
Tutorial or Individualized Instruction	0	0	270	3	50	0	0	4
Other Formats	597	319	32	129	68	117	465	346

Table V-6 compares overall enrollment figures in continuing education since 1981. A sharp reduction in enrollment had been reported since 1982, reaching its nadir with the 1985-86 reporting year. The 1986-87 enrollment figures rose sharply. In 1988-89 enrollment reached its highest point ever, exceeding the previous high point (1981-82) by more than 8,000 attendees. Data as submitted gives little clue to the factors which influence enrollment, although further attention might be paid to target markets, logistics, incentives, and economic indices in analyzing patterns of enrollment.

Table V-6:
Eight-Year Comparison of Continuing Education Enrollments, 1981-89

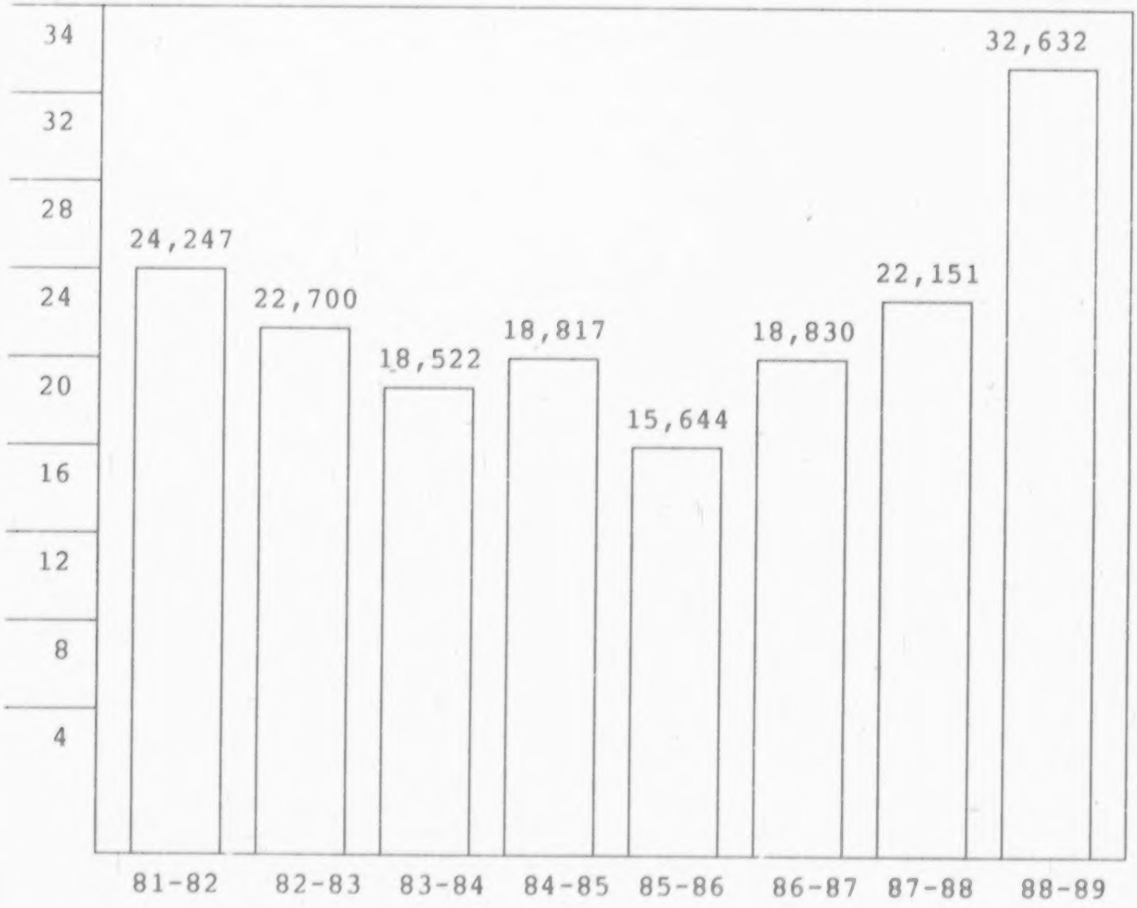


Table V-7 summarizes information on credit courses specifically designed for and presented to practitioners not enrolled in degree programs. Evening courses are reported again this year. Nineteen schools offered a total of 145 courses with credit from 1-3 or more credit hours. Total enrollment figures illustrates a marked decline since 1987-88, when 1,873 enrollments were reported. The 1987-88 enrollments returned to the 1986-87 levels. Table V-8 details credit offerings from the institutions reporting.

Table V-7: Summary of Credit Course Offerings for Continuing Education Events, 1988-89

Credit Activity	1 Credit Hour	1.5 Credit Hour	2 Credit Hour	3 Credit Hour	Total Enrolled	# held on Campus	# held off Campus
1-2 wk short course	48	0	19	2	657	7	5
3-4 wk short course	6	1	0	4	162	8	3
5-6 wk short course	4	0	1	3	18	1	0
7+ wk short course	4	1	2	39	489	22	29

Table V-7, Continued: Summary of Credit Course Offerings for Continuing Education Events, 1988-89

Credit Activity	1 Credit Hour	1.5 Credit Hour	2 Credit Hour	3 Credit Hour	Total Enrolled	# held on Campus	# held off Campus
Evening	0	0	3	0	0	0	0
Weekend	3	0	0	1	147	1	3
Other	4	0	0	0	206	1	2
Totals	69	2	25	49	1,679	40	42

Table V-8: Credit Course Offerings for Continuing Education, 1988-89

School	Type of Credit	1 Credit	2 Credit	3+ Credit	Enroll.	On Campus	Off Campus
Drexel	1-2 week		11		115	11	
Emporia	5-7 week		1	1	14		2
Florida, South	weekend	3		1	147	1	3
	7-week			1	2		1
Iowa	1-2 week	1			17	1	
Kent State	1-2 week	16	4		328	18	2
LSU	Other	.6			108	1	
Mankato	1-2 week		1	1		16	3
Michigan		5			84	5	
Missouri	Other	2			56		2
N. Carolina -Chapel	3-4 week			2	23	2	
Pittsburgh	1-2 week	6		1	89	6	
	2-4 week	1		1	15	1	
	7 week				10	1	
	weekend				18	1	

Table V-8, Continued: Credit Course Offerings for Continuing Education, 1988-89

School	Type of Credit	1 Credit	2 Credit	3+ Credit	Enroll.	On Campus	Off Campus
Rutgers	7+ week	1	1	14	181	4	12
	3-4 week	1			14	1	
St. John's	Other	.5			36	1	
Simmons	1-2 week		3	1		7	
	5-6 week		1	2			
S. Carolina	5-6 week			1	18	1	
Texas-Women's	3-4 week			2	45	2	
Washington	all day	1			6		1
	evening			23	221	16	8
Wisconsin-Madison	7-week			1	16		GTN
Wisconsin-Milwaukee	1-2 week	2			24	1	1
	3-4 week	5			65	2	3
	5-6 week	4			55	2	

Reported in percentages by individual schools. Table V-9 compares the geographic groups from which continuing education attendees were drawn. The state and local priorities of graduate schools of library and information science remain clear. Relatively few schools report significant response from regional or national markets, although there are marked increases in national attendees among those schools reporting.

Table V-9:
Percentages of Attendees at Continuing Education Events by Geographic Area, 1988-89

College Name	Percent Local	State/ Province	Regional	National/ Int'l
Albany	12	26	37	55
Alberta	90	10		0
Brigham Young	100			
Buffalo	100	0	0	0
UCLA	85	10	5	0
Catholic	30	60	10	
Clarion	25	0	25	50
Dalhousie	85	10	5	0
Drexel	70	20	10	0
East Carolina	90	10	0	0
Emporia	20	80	0	0
Florida, South	65	5	30	0
Florida State	25	25	25	25
Hawaii	90	5	5	0
Indiana	0	100	0	0
Iowa	40	50	10	0
Kent State	60	33	6	1
Kentucky	0	100	0	0
Long Island	99	0	0	1
LSU	70	28	2	
Mankato State	0	90	10	0
Maryland	90	10	3	7
McGill	100	0	0	0
Michigan	50	30	15	5
Missouri	0	0	100	0
N. Carolina	75	20	5	
NC-Central	50	40	10	0
NC-Greensboro		50	50	
N. Illinois	90	10	0	0
Oklahoma	0	0	100	0
Pittsburgh	50	44	3	3
Rhode Island	25	40	35	0
Rosary	100	0	0	0
Rutgers	50	45	5	
St. John's	90	5	3	2
Sam Houston	0	100	0	0
Simmons	59	33	15	2
S. Carolina	12	6	5	77
S. Connecticut	0	90	10	0
S. Mississippi	10	50	30	10
Syracuse	75	20	5	0
Tennessee	75	22	3	0

Table V-9, Continued: Percentages of Attendees at Continuing Education Events by Geographic Area, 1988-89

College Name	Percent Local	State/ Province	Regional	National/ Int'l
Texas-Austin	63	36.07	.03	0
Texas-Women's	80	15	5	0
Villanova	80	20	0	0
Washington	50	25	15	10
Wayne State	80	20	0	0
W. Ontario		50		50
WI-Madison	14.7	73.7	7.0	4.6
WI-Milwaukee	50	38	7	5

Sources of financial support for continuing professional education are reported in Table V-10. While the level of support from institutional funds is well below that reported from fees. The mean level of support from reporting institutions is 37.9 (a drop against 1987-88 mean of 46%), while the mean level of support from fees stands at 67% compared with the 1987-88 reported mean of 63%.

Table V-10: Sources of Financial Support for Continuing Education Programs, 1988-89

College Name	Institution	Federal Funds	Fees	C-tract	Other
Albany	10	0	78	12	0
Alberta	100	0	0	0	0
Buffalo	80	0	20	0	0
UCLA	20	0	50	30	0
Clarion	0	0	0	100	0
Columbia	15	0	0	85	0
Dalhousie	100	0	0	0	
Drexel	10	0	80	10	0
E. Carolina		50	50	0	0
Emporia	95	0	0	0	556
Florida, South	90	0		03	7
Florida State			100		0
Hawaii	100				
Illinois	0	0	100	0	0
Indiana					100
Iowa	15	85	0	0	0
Kent	0	0	100	0	0
Kentucky	20	0	80	0	0

Table V-10, Continued: Sources of Financial Support for Continuing Education Programs, 1988-89

College Name	Institution	Federal Funds	Fees	C-tract	Other
Long Island	0	0	100	0	3
LSU	0	0	100	0	0
Mankato State	100				
Maryland	70	0	0	30	0
McGill	0	0	100		0
Michigan	25	0	75	0	0
Missouri	0	0	100	0	0
N. Carolina	80	0	15	5	0
NC-Central	60	05	30	0	5-pf
NC-Greensboro	0	10	50	50	0
N. Illinois	0	0	100	0	1
Pittsburgh	20	0	80	0	0
Rhode Island	70	0	30	0	0
Rosary	0	0	100	0	0
Rutgers	40	0	55	5	0
St. John's	75	0	25	0	0
Sam Houston	100	0	0	0	0
Simmons	15	0	85	0	0
S. Carolina	11	0	3	29	57-cs
S. Connecticut		0	100	0	0
S. Mississippi	5	0	95	0	0
Syracuse	50	0	50	0	0
Tennessee	10		90		
Texas-Austin	30	0	60	10	0
TX-Women's	85		0	0	15-edw
Toronto	50	0	50	0	0
Villanova	70	0	30	0	0
Washington	0	0	50	50	0
Wayne St.	50	0	40	0	10-cs
W. Ontario	0	0	100	0	0
WI-Madison	60	0	40	0	0
WI-Milwaukee	15	0	65	20	0

KEY: cs = co-sponsoring agencies
edw = endowment
pf = private funding
sl = state library

Table V-11 summarizes information on the means used to determine compensation for continuing education activities, both for those which bear credit and those for which no credit is offered. In general, schools appear to negotiate fees or maintain in a flat fee schedule for outside instructors of non-credit courses. Credit instruction by outside instructors is much more likely to be compensated on the basis of a negotiated fee as for a flat fee. For faculty members the pattern is less pronounced, although the negotiated fee structure is clearly gaining support as is the incorporation of continuing education assignments into faculty teaching loads. The relative frequency with which a given method of compensation is used by an institution is not indicated by the data; all options applicable have been noted by responding institutions.

Table V-11:
Summary Methods of Determining Compensation of Continuing Education Program Faculty, 1988-89

Method of Compensation	School's Own Faculty		Outside Instructors	
	Credit	Non-credit	Credit	Non-credit
Negotiated	4	13	11	35
Flat fee	5	10	5	21
Formula	4	3	4	1
Part of Teaching Load	9	12	2	2

Information practitioners are most often sought as instructors for continuing professional education, as summarized in Table V-12: Faculty from the school's own library and information science faculty follow closely with visiting library and information science faculty in third place.

Table V-12:
Summary of Sources of Faculty for Continuing Education Instruction, 1988-89

Instructor Source	Not at all 1	2	3	4	Great extent 5
Own Library Faculty	3	8	21	9	2
Visiting Library Faculty	14	11	7	8	3
Other Faculty in Own Institution	17	9	6	0	1
Other Faculty from Other Institution	12	14	7	5	0
Information Practitioners	1	4	9	11	17
Other	1	1	8	1	6

Table V-13 illustrates the preference of schools for administration or coordination based in the library school, whether a library school faculty member or a designated coordinator. In a substantial percentage of reporting schools, however, the dean or school director is assigned the responsibility.

Table V-13: Summary of Methods of Administration and Coordination of Continuing Education Activities, 1988-89

Methods of Administration	Total Program	Individual Activity
Library School Coordinator	31%	22%
University CE Office	7%	6%
Faculty Committee	10%	6%
One Faculty Member Assumes	17%	12%
Faculty Rotate	6%	6%
Dean or Director	30%	34%
Associate Dean	7%	--

The relative increase in continuing education activities sponsored by graduate schools of library and information science is consistent with national trends. Otherwise data from the 1988-89 survey remains constant, revealing no noteworthy trends consideration and analysis. In future surveys, it may be useful to collect more information on market segmentation, finance, and demographic characteristics of enrollees.

SUMMARY AND COMPARATIVE ANALYSIS

by

Jane Anne Hannigan

Introduction

The information provided in this report has proven useful over the years, especially to library school administrators for comparative purposes and for eliciting institutional support. It has provided statistical data which present a "snapshot" of library education in a particular year and the ability to compare that snapshot with the pictures of previous years. Its success in this regard and its somewhat limited use among library educators may, however, have led to a kind of complacency that takes this document for granted. As we approach the 21st century, we might take it upon ourselves as a profession to study this report and consider the kinds of changes needed to collect and interpret the most appropriate data representative of library education in this country. Particularly at a time of concern for the very survival of some library education programs, the professional association of library educators ought to look more closely at specific indicators of the health of library education today. What information is needed for our own analysis and evaluation, both individually and collectively, as well as for presenting our social, professional, and academic value to the institutions from which we require increased support?

There is no need for me to repeat data presented in earlier segments of the report. Instead my analysis will be in the form of questions raised by and about the existing data. Further, I will suggest additional data that might be collected to increase the usefulness of this document to all ALISE members. I would also suggest that a summary of the report be published annually in The Journal of Education for Library and Information Science.

Since comparable data is collected by the Committee on Accreditation of the American Library Association, might it not be useful and cost-effective for the same base-line data to be submitted to COA and to ALISE in the identical format and at the same time? Elimination of confidential information by those institutions that now exclude such data from the ALISE report would be continued. There are also areas in which existing data seems to be inadequate and/or unavailable; therefore, additional information needs to be collected. It is hoped that a careful analysis of the data collection instruments will be made and new insights sought about what data might provide directions for the improvement of library education within all of the involved institutions. I would recommend to the Executive Board of ALISE that an Ad Hoc Committee be established to study the focus, content, and design of this document. Some new design feature for reporting data in a graphic manner should be examined. Further, I would recommend that an effort be made to disseminate this document more widely among library educators so that it might be used in all aspects of planning by faculty as well as by administrators.

Faculty

Although there is a great deal of information in this section, it does not address the very critical issue of faculty productivity. Since scholarly productivity is a major factor in accreditation as well as in tenure and promotion decisions, it would seem logical to provide data on this topic. Information about research-in-progress might be included as well as the number and nature of publications, that is, monographs, referred articles, non-referred articles, research reports, etc. Certainly, if anything helps to reflect the leadership of a Dean/Director/Chair and the prestige of the program, it is the publishing record of the faculty. Grants and research awards are also a measure of faculty productivity which might prove useful in comparative analysis. Additional data might be collected on faculty teaching loads (separate courses and sections of courses, hours and numbers of students) and on time allocated to committee work within the program or the larger institutional setting. Schools which require students to complete a major project or take a competency examination should calculate faculty time for the evaluation of such work. In those institutions with doctoral programs, data on dissertation advisement should be provided, including service on dissertation committees, both within the library school and elsewhere in the university. Some indication of faculty involvement in professional associations at local, regional, and national levels should be provided, including offices held or membership on committees. Faculty presentations of papers at conferences and professional meetings might also be recorded. Evidence of consultant work by faculty would offer indication of additional productivity. All such data should be collected by both sex and rank variables.

In general, salaries of administrators and of faculty are consistently low; and, even at the higher ranks, compensation is not what it should be for the requirements of the positions. This is reflective of the general picture in academe and not necessarily unique to our profession. Salary data indicate a continued lower payment of female administrators and faculty and, therefore, the need to increase salaries to women to eliminate this inequity. Since several schools report salary increases awarded for merit, it would prove useful if the nature of the merit were defined. Are increases given for increased scholarly productivity or excellence in teaching or contributions to professional associations? When increases are given to remove inequity, how is this determined and distributed among those at the lower ranges of salary scales? When extra monies are made available within an institutional community, how does the library school or department rank in terms of a percentage share? How much money is provided within the institution for faculty research? What are the sources of such monies and what are the criteria for distribution? Table I-27 reports data on salary by rank but does not show sex differences. It would be useful to include this variable in future reporting.

Travel monies are consistently meager for library educators, and no data is reported on the percentage relationship to other units of the university. Do library schools get a fair distribution of monies in this regard? Is more money offered to faculty at the lower ranks? Is funding available for specialized conferences and/or institutes in areas related to a particular faculty member's research as well as for ALA, ASIS and other association meetings generally attended by library educators? Is there a parity among faculty, particularly on international travel as well as national travel?

Fringe benefit data report a continuing disparity of percentages of monies contributed to benefits for faculty. It might be more revealing if categories of benefits were reported and amounts contributed by each school indicated in percentages. The concept of flexible benefit programs, although used in the corporate marketplace, is not evident in higher education. Specific fringe benefits based on marital or parental status available in many institutions may reflect an inequity that is not measured. It would be useful to know the nature and content of benefit packages. Since we are a graying profession, it would also be helpful to collect data on the nature of retirement programs, including early retirements for faculty. What institutions provide financial planning counseling, retirement seminars, and health programs for retirees?

The availability and number of hours of research assistants and/or student assistants is not reported, nor is the specific amount of secretarial support to faculty reported. Table I-52, Support Staff Among ALA Schools, and Table I-54, Use of Students as Part-Time Staff Among ALA Schools, offer little useful information since the data are collected in such broad designations that they have little comparable meaning. For instance, when one school indicates a high figure of support staff, it might be that certain functions such as admissions, placement, alumni, etc. are controlled within the school, whereas another school reporting a much lower figure may have those services provided in a centralized administrative unit within the university. Thus, these figures have little meaning and should be restructured to offer more precise data.

One area of concern is whether or not individual faculty members, by sex and rank, have support in various categories (secretarial, research, teaching, etc.) The fact that secretarial support is available to an individual faculty member, even for such tasks as preparing course syllabi, let alone for assistance with one's own research or correspondence. Since the need to perform such tasks depletes both time and energy and, therefore, reduces faculty productivity; some means must be provided to increase support for faculty. Perhaps some schools believe that, in providing faculty with their own computers, they have solved this problem and faculty should simply do all of their own secretarial work. Similarly, faculty should not be expected to complete mundane aspects of research compilations and computations but rather to oversee research projects with sufficient support to enable speedy delivery of a finished product.

Another area of concern is whether or not there is any additional support allocated to untenured faculty to help them compile the amount and kind of professional work required for promotion and tenure. Are allocations of support, including travel funds and research assistance, weighted in their favor? Is there any course relief to provide additional time for research and writing? Is there an opportunity for mentoring within the faculty to provide advice and counsel to help them achieve tenure in the particular institution?

Students

A display of the academic profile of students entering the profession, including grade point averages and scores on the graduate record exam, would be information. This is important for communication both to the practicing community and for colleagues in other professions. Collapsing the statistics into one table instead of the individual refinements now provided one student numbers, gender and ethnicity might provide a clearer profile of characteristics of student populations. Data on professional specializations or career directions of students, with placement figures in relation to those directions would be useful to readers.

One area that needs further clarification in relation to student populations is that of international students, a more appropriate term than "foreign students" used in the current document. It appears that between five and six percent of master's degree students and between twenty-one and twenty-two percent of doctoral students in library education are from countries other than the United States. Knowing the extent of financial support of international students and the sources of that support might also be useful, especially in light of the high costs of doctoral education not recovered from tuition. Of even greater concern is the question of the relevancy of library school curricula to the issues and problems of librarianship in those countries sending such large numbers of candidates to this country. Might library education in the United States better serve these countries through other forms of cooperative professional development?

Curriculum

New courses were added to the curriculum in a number of schools, and a large number of courses were dropped from the curriculum. It is good to note that courses are dropped as well as added. A problem exists, however, in not knowing the content of the added courses except in terms of the context of the individual institution or faculty member or of some presumption of the profession's directions as a whole. For example, when a course in Hypermedia is added to the curriculum, what is the specific content? How much time is spent in the design and development of stacks and various interactive systems to increase the competence of the student? How comparable are the contents of courses labelled "Information Policy"? Specifically, do they provide opportunities for students to explore the characteristics of local and state government as well as corporate interaction in the marketing of information? There may be greater indication of specificity in courses that appear by title to match standards, but this is not always clear. For instance, does a course entitled "The Instructional Role of the Information Specialist" match the standards for school library media specialists or is that course intended for special librarians, public librarians or is it a part of the general courses for all types of library information specialists? Does a course entitled "The Economics of Information" consider the ethics of increasing costs to users or is it a measurement course or is it testing economic theories in the marketplace of information?

Each new course added to a school's curriculum reflects the image of the profession and the information that a given institution sees as essential to the professional entering the field. Could data be provided that indicates the effect of these new courses and the retention of older courses on the placement opportunities of graduates? Is there some way of measuring the extent of match between what is needed in the field of practice and what is offered in library education programs? If possible, some indication of the relationship, in percentages, of theory to practical applications in specific courses would be important.

Identification of specializations in professional education are not evident in the data as reported. As programs grow in response to need, realignments of direction occur; but our reporting offers little data to indicate the nature and degree of variance among schools. Certainly the issue of whether a generalist program is still available in many schools is subject to question. Is there any evidence of schools responding to the marketplace in program planning and curriculum development? Is information available to potential students to enable them to make informed decisions about the relationship of specific programs to positions available upon graduation? If the intent of a potential graduate student is to enter the field of rare books, it behooves that student to explore which schools offer a sizeable strength in this area. This is also true for those interested in public library service, academic librarianship, service to children and youth, etc. Therefore, it might be productive to identify information about such specializations in future reports.

The report indicates that specific competencies are required for graduation in more than half of the schools reporting. Statistics and research capabilities, foreign language competence and media competence are among the requirements identified, but it is not clear whether specific competencies are actually tested or if the successful completion of a particular course presumes competence. Projects are required for at least some programs in some schools, but there is no data on the nature of those projects and whether all students must complete this requirement.

Telecommunications delivery systems are confined to ten schools and consist primarily of very simple interactive video and/or audio communications. There is no indication of the nature or content of these course. There is also no evidence that any school is using an online interactive system of course delivery, either on the local campus or in a distance-learning configuration. Although libraries are in the forefront in developing networks, locally, regionally and nationally; library education does not yet appear to use networking in educational delivery. There is no data provided on either actual or potential cooperative activities among institutions in our profession. This is, of course, not unique in higher education, but it does not excuse our need to address the issue. It would prove helpful in the future collection of data if institutions would indicate any alternative delivery systems currently in use, or under study for potential use, along with the technical/technological requirements for such delivery.

Although a cluster of schools report that the entire curriculum, or a portion of it, has been revised during this past year; there is no data concerning the nature of curriculum changes or the amount of time expended in the process. Nor is there any attempt to provide data on the impact of such changes on the faculty and resources of the school. Is the process a collegial one or a series of course changes by individual faculty members? Do alumni and other members of the professional community provide input to curriculum revision? Is articulation among all courses considered and to what extent is the design of an entire curriculum evaluated in terms of practice? Little evidence is offered to indicate the extent of credit variation or credit experimentation within schools. For instance, the use of modules with varying credit loads is not reported. No data is reported on the use of research, either that of our profession or of allied professions, in the curriculum. To what extent do we employ research in courses and to what extent do we offer opportunities to students to apply research data in analyzing problems or to actually participate in research activities? No data on the teaching strategies used in courses nor on the relationship of those strategies to assignments is reported. There is also no information on the relationship of hardware and software requirements to curriculum or on the availability of such resources within schools or programs.

A number of institutions are evaluated, in whole or in part, by agencies other than COA, such as a State Department of Education and NCATE. No indication of such assessments is provided, nor is information about University internal or external assessments of programs provided. This type of data might be examined by various institutions as a means of evaluation within their own institutions.

Income and Expenditure

Although research funding appears to have increased this year, this is accounted for by federal monies allocated to one institution. Library educators need a more complete picture of the nature and extent of funded research in library schools, perhaps even leading to the cooperative development of a national research agenda for library education. Various sources of funding, including the availability of "seed money" for small projects or the initiation of major research should also be looked at in light of the heavy research requirements in most universities.

Since the figures on computing costs are not defined to yield much meaning beyond a total amount expended category, it might prove helpful if future figures would provide a breakdown of the allocations of these funds. Is online searching the major cost and are OCLC contract time and hardware configurations included in this cost figure? How frequently is both hardware and software updated and/or replaced? Do all faculty members have computers in their offices? Are modems included with each machine? What percentage, if any, of computing costs are charged to a general institutional account rather than to the specific school or program.

Continuing Professional Education

Continuing education programs are offered in a sizeable number of schools and with reasonable attendance for various activities. This pattern seems in the norm of previous years. It would be helpful if the topics of continuing education activities were identified with the particular type of program offered. Is there a relationship between what the field of practice identifies as essential for continuing education and what is actually offered? Do continuing education programs reflect new developments and changes in theory or professional practice or do they concentrate on repeating popular programs that are proven revenue producers? Must there be a balance between the two if continuing education is to survive in library schools?

A number of institutions indicated that 100% of support for continuing education is obtained through fees. Does this limit the number and/or type of offerings? Although continuing education activities seem to be heavily concentrated in local geographic areas, what market analysis is conducted to determine the possibility of a larger market share? Is this an area in which networking among schools would be beneficial with each school offering some specialized courses for a national, or at least a regional audience, based on the strengths of the particular faculty or program? At least in regions where several library education programs exist in reasonable proximity, this would appear to be an educationally-sound practice. Some such continuing education programs might be planned, taught and offered cooperatively between and among schools. Such activities need not preclude the offering of those courses and activities that have proven successful with local audiences. The sources of faculty for continuing education appear to be worthy of study, particularly as related to the topics. How is quality control maintained when alumni or local practitioners teach courses for inadequate remuneration? The nature of compensation to full-time faculty for carrying additional continuing education activities needs greater definition in terms of salary, load and course relief.

Conclusion

Throughout my analysis of this report I have suggested additional questions for consideration. Those evaluating the data collection process will undoubtedly raise new and alternative questions and will need to make some determination of priorities. Obviously not all of the questions raised here or those that will be raised by any committee studying the future of this document can or will be answered in a single year. The ALISE Committees charged with the determination of priorities may need to devise a plan which will maintain the annual base-line data and set up a cycle for the collection of data on specific topics. If this document is to maintain its timeliness and usefulness, however, it must remain of a reasonable size. One means of reducing length without effecting usefulness to any major degree could be to drop the distinction between ALA schools and non-ALA schools in the presentation of tables. Other breakdowns should also be examined for their relevancy and usefulness to the profession. Much of the data collected would be better understood and more helpful to the profession if presented in clearer and more graphically dramatic formats.

It would be especially valuable to place the data collected form this survey into a broader context of current concerns about library education, higher education in general, and the practice of librarianship. Is library education preactive or reactive in relation to its field of practice? Is there a "lag time" before major concerns in either education or practice are reflected in specific library education curricula? Can we identify a cluster of key indicators that will most effectively serve to measure the health of library education in this country?